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to

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Note: All Web site addresses were confirmed as accurate at the time of publication but are subject to change.

The primary intended audience for this document is:

Administrators	✓
Counsellors	✓
General Audience	
Parents	
Students	
Teachers	

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CHAPTER 1
INTRODUCTION

Overview

In your role as administrator, you have the opportunity to create and nurture an environment for students that supports the development of language learning.

The *School Administrator's Guide to Implementing Language Programming* serves as a starting point to plan for and implement language programming. It provides a general overview; suggests practical strategies for working with students, parents, teachers and the surrounding community; and includes details on areas to address in selecting and implementing a language program. For more detailed information on your school authority's organization, policies and practices regarding language program implementation, please consult additional resources.

This guide consists of eight chapters and eleven appendices that outline opportunities, considerations and challenges that may arise as you introduce and establish language programming in your school and community.

- Chapter 1 describes research findings and provides information about the roles of school authorities and administrators, supports available from Alberta Education and the challenge of program articulation.

- Chapter 2 examines the change process, outlines the stages of implementation planning, describes how to involve stakeholders and details criteria for selecting the language or languages best suited for your school and community.

- Chapter 3 discusses the administrator's role as an instructional leader, describes the process of selecting an instructional model and outlines support requirements.

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- Chapter 4 addresses practical aspects of implementing a new language program, such as curriculum considerations, resource allocation, timetable design, selection of instructional materials and implementation strategies.

- Chapter 5 deals with the use of technology, such as digital resources, Web sites, software applications and technology-mediated communication, to support language programs.

- Chapter 6 provides information about monitoring the language program after implementation. It summarizes characteristics of successful language programs and includes suggestions for supervising instruction and for intervention and support.

- Chapter 7 describes how to use hard and soft data to assess the success of the language program and levels of stakeholder support.

- Chapter 8 discusses how to gauge the success of the implementation process and provides suggestions for how to make revisions.

The appendices include a variety of practical tools, such as a glossary, planning templates, program evaluation forms, timetables and Web sites, which can be used for additional information and as language program support materials.

Research Findings

A Review of the Literature on Second Language Learning, by the Language Research Centre of the University of Calgary, outlines the benefits of language learning and provides a strong rationale for making language learning an integral part of student learning. Research findings indicate that students involved in language learning demonstrate:

- improved student achievement
- positive intellectual potential
- improvement in both verbal and nonverbal intelligence, divergent thinking, and memory and listening skills
- improved skills in the first language
- positive attitudes toward cultural diversity.

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The Government of Alberta believes that language learning provides students with a competitive edge that will help them succeed in the global economy and increase their potential career options. Our goal is to enable Alberta students to communicate and interact in two or more languages.

Implications for Students with Special Education Needs in Learning Another Language

Each child with special education needs has an individual profile of abilities, needs and learning styles. Some students with special education needs are able to master grade-level programs of study with differentiated instruction and individual student support strategies. Other students have more complex learning needs that require significant changes to the regular curriculum.

Students' special education needs may affect language learning and can impact classroom planning and instruction. For example, some students with special education needs may have strengths in the visual domain and benefit from the use of graphic organizers, charts and visual cues. Other students are less likely to participate in classroom discussion, may have difficulty formulating and expressing ideas, and may find the task of writing difficult or stressful.

However, students with special education needs may be included successfully in foreign language instruction, even from a young age. When preparing for differentiated learning to accommodate students with special education needs, consider:

- key concepts
- outcomes
- assessment
- learning activities
- resources
- timelines
- the learning environment.

A more detailed discussion of accommodating students with special education needs will be included in the *Language and Culture Nine-year Program Guides to Implementation*, currently in development.

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Learning another language provides specific opportunities for students in Alberta to achieve:

- practical communication skills in a language other than English
- enhanced cultural awareness
- an appreciation of diverse perspectives
- higher test scores in reading, English language arts and mathematics
- enhanced cognitive and creative capacities
- more career options in science, technology, medicine and global commerce
- positive personal growth.

Support

Alberta Education supports a variety of language learning opportunities, such as French immersion, bilingual programs, the French as a second language nine-year course sequence, and language and culture courses. Alberta Education encourages school authorities to continue offering provincial and locally developed courses that are currently available in over 20 languages at elementary, junior high and senior high school levels.

Alberta Education continues to:

- develop nine-year language and culture programs (grades 4 to 12) in Chinese, Cree, French, German, Japanese, Punjabi, Spanish and Ukrainian
- develop guides to implementation for these languages
- identify learning resources for these languages
- identify and acquire digital learning resources
- review existing policies and regulations.

Roles of School Authorities

School authorities ensure that:

- the curriculum is taught at each grade level
- qualified staff are in place to provide instruction and support
- resources are allocated appropriately to support teaching and learning.

School authorities may choose the specific languages to be implemented or may allow individual schools to select the languages to be offered. School authorities decide the types of language programming and entry points. School authorities are encouraged to provide language learning

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opportunities for students from Kindergarten to Grade 12.

Roles of the School Administrator

The role of the administrator is pivotal in a school. Your leadership shapes direction and policies; sets acceptable standards for achievement, behaviour and conduct; establishes the school climate; and influences the commitment of staff, parents and community.

The school administrator's role in implementing language programming often includes:

- developing an implementation plan at the school level
- selecting languages for the district and schools
- understanding the required teacher language qualifications and language delivery models
- making appropriate placement decisions for all students, including those with special needs
- implementing effective strategies to meet student support needs
- ensuring that language teachers possess the knowledge, skills and attitudes necessary to implement the language programs
- seeking input from parents in selecting the language programs
- forming partnerships to develop language learning in the school
- following provincial and school authority policies, regulations and guidelines regarding language programming
- developing and implementing a marketing and promotional plan for the school's language programs
- monitoring, assessing and adjusting the implementation plan on an ongoing basis.

Advisory and Advocacy Roles

You may also wish to consider involving parents in advisory committees, annual language information days, celebrations of language achievement and promotion of language learning in the community and in the home.

For example, you could encourage parents to:

- expose their children to people from varied language and cultural backgrounds
- encourage their children to use the target language outside of school
- participate in events where language and cultural diversity are celebrated
- borrow age-appropriate and language-level appropriate materials from the school or public library
- speak positively about the value of learning another language
- provide their children with videos, music and books in other languages

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- send their children to summer camps where other languages are spoken
- consider the study of languages abroad for older children
- arrange for exchange students from other countries to stay in their homes
- investigate opportunities for early language study for their children
- express support for existing language programs at the provincial and national levels
- reinforce classroom learning at home.

Program Articulation

Appropriate program articulation enables students to experience planned and purposeful language learning courses with smooth transitions from elementary to junior high school and from junior high school to senior high school.

In some school authorities, program articulation is supported and enhanced by formally or informally organizing schools into groups, based on their geographic proximity. Some school authorities refer to these groupings as families of schools. The groupings consist of elementary, junior high, middle and senior high schools that provide language programs to the same group of students as they progress from elementary to junior high and then to senior high school. The arrangement facilitates feeder and receiving schools working together to plan and implement articulated language programs. Participating schools may be expected to:

- implement an articulated language program
- provide at least 150 minutes of language instruction per week
- participate in periodic meetings to plan and review program articulation
- take part in school authority professional development activities
- pilot new learning resources
- assess tools for languages.

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CHAPTER 2
PLANNING THE IMPLEMENTATION OF A LANGUAGE PROGRAM

The Change Process

Implementing a new language program may effect change within a given school. Staffing, instructional organization, allocation of human and material resources, and student and staff timetables are a few examples of areas that may be affected.

As an administrator, you can enhance the change process involved in implementing a new language program if you:

- share the vision clearly
- provide rationale that highlights the need for, and benefits to be derived from, the change
- acknowledge challenges that may be encountered
- acknowledge that progress may not be smooth
- involve representatives from stakeholder groups in the development of the implementation plan
- provide sufficient time for stakeholders to consider the proposed change
- monitor and adjust the implementation timeline and strategies, when necessary
- are proactive and respond quickly to unanticipated events.

Administrator's Planning Process for Implementation

Implementation of a new language program involves many phases and a variety of stakeholder groups. The following are examples of steps in the implementation planning process.

- **Personal Preplanning**
  In the preplanning phase, you may find it helpful to complete a SWOT analysis for the school, in general, and a second SWOT analysis specifically for the language program. The SWOT acronym stands for Strengths, Weaknesses, Opportunities and Threats.
  - **Strengths**: existing school and community strengths, such as increasing demand for language instruction from the school community, that provide support for the implementation and/or ongoing success of the language program

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- **Weaknesses**: existing school and community issues that require attention to ensure successful implementation and ongoing success of the language program
- **Opportunities**: existing situations in the school or community that provide, or have the potential to provide, an advantage to the implementation and ongoing success of the language program, such as community cultural groups and individuals who speak the language to be implemented
- **Threats (Barriers)**: existing or anticipated impediments to the implementation or ongoing success of the language program, such as finding qualified language teachers.

Sample SWOT analysis forms are included in Appendix I, pp. 48, 49.

- **Identifying Stakeholder Groups**
  Stakeholder groups are those groups directly affected by a change or decision. Examples of stakeholder groups affected by the implementation of language learning are school authorities, school staff members, students and parents. You may also wish to include parents of preschool children and community cultural groups in your stakeholder groups. Once you have identified all stakeholder groups, determine the extent of their involvement in the implementation process.

Partnership Activities to Support and Enhance Language Learning

Partnerships add to the quality of your program. Students, parents, school councils, teachers, school authorities, superintendents, community members, business and industry, Alberta Education, Government of Alberta departments, and agencies of other governments are all potential partners who could enhance language learning.

Students can:

- contribute to the selection of languages to be taught
- enroll in language programs
- commit to attain at least a minimum level of proficiency
- enhance their understanding of the perspectives, practices and products of other cultures
- enhance their understanding of the nature of language by comparing the languages studied with their first language
- use languages, other than English, within and beyond the school setting
- use additional languages for personal enjoyment and enrichment.

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School councils can:

- promote language learning
- encourage extracurricular activities in the target language
- provide advice on local and provincial language policies
- establish methods of communicating with the public about language learning.

Teachers can:

- encourage students to learn another language
- state clearly what students are expected to learn
- select and implement appropriate resources for students
- assess and report student progress in target languages
- pursue individualized professional development that will improve language learning in students
- advise on student program placement
- provide advice about provincial standards and curriculum
- plan methods of communicating with parents and with the public
- report to, and communicate with, parents about their students' progress.

School authorities can:

- establish policies that support language learning
- ensure that schools implement quality language programs
- establish clear measures of student achievement for target languages
- allocate sufficient funds for language learning
- develop, authorize and offer locally developed language programs per provincial policy (Policy 1.2.1–Locally Developed/Acquired and Authorized Junior and Senior High School Complementary Courses)
- provide professional development opportunities.

Community members can:

- provide feedback about the goals of education
- participate in and/or advise school councils
- promote language learning
- sponsor scholarships, bursaries and student internships
- articulate their expectations of student achievement.

Business and industry can:

- support and promote language learning
- communicate language needs to government
- provide work experience for students learning another language
- provide employment opportunities for students who have competence in another language
- sponsor scholarships, bursaries and student internships.

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Agencies of other governments can:

- promote educational exchanges
- support language study opportunities for students and teachers
- sponsor language monitors.

Additional Partnership Activities

Partnership activities that may be of interest include:

- career exploration/guidance
- sharing facilities
- tours
- teacher internships
- contests
- classroom visits
- student observation/job shadowing
- workshops/seminars for educators/employees
- field trips
- public relations
- work experience placements.

Once aware of the roles of all partners, engage these partners in the implementation plan. Establish a committee and select the language, resources and model of delivery required.

Establish an Implementation Committee

The purpose of an implementation committee is to help develop the implementation plan and assist with the actual implementation process. The implementation committee should consist of representatives from key stakeholder groups, including:

- teachers involved in the program and teachers not involved in the program
- parents
- school council representatives
- central service staff or consultants involved in staff professional development
- cultural group representatives who may serve as language program resources.

Select the Language(s)

Alberta school authorities may choose from a variety of provincial programs, or they may develop and authorize a course locally (refer to Policy 1.2.1–Locally Developed/Acquired and Authorized Junior and Senior High School Complementary Courses). Alberta Education is currently developing provincial programs of study for the Grade 4 entry

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point in Chinese, Cree, French, German, Japanese, Punjabi, Spanish and Ukrainian. Provincial language programs of study are also available for the Kindergarten/Grade 1 entry point. A guide to support locally developed language programs is under development.

School authorities may determine the language(s) to be offered or develop policies and/or procedures directing the process schools would use in making that decision. When selecting the appropriate language program for your school, the implementation committee may wish to consider:

- demographics of your school community
- predominant languages spoken on a daily basis in your school community
- school and/or community demand or preference
- range of language programs currently offered within your school and at receiving or feeder schools
- availability of qualified language teachers and necessary learning and teaching resources
- initial and ongoing funding required for learning and teaching resources and professional development activities
- access to initial and ongoing professional development and training for staff involved with the language program
- community resources that may be accessed to support the new language program.

Identify Resources

Human, learning and teaching resources are required to implement a language program. Alberta Education and your school authority can help identify appropriate instructional materials for your language program. If teaching or learning resources other than those supported by Alberta Education or your school authority are selected, it is important to ensure that the resources present balanced views, are culturally responsive and are appropriate to the sensitivities of the community at large.

If your school authority determines the language programs to be offered, you can be confident it has addressed the issue of teacher availability. If the choice of language is made at the school level, check with your school authority to determine whether there are qualified teachers available to provide instruction in the language selected. The availability of qualified language teachers strongly affects the language programming model that can be used in your school.

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Choose a Language Programming Model

If your school does not currently offer language programming, your implementation committee, in consultation with feeder and receiving schools, may select from available provincial programs of study or choose to develop, authorize and implement a local language course, in keeping with provincial policy.

There are various types of language programming models:

- **Language Course Sequence**
  - **International language and culture courses** are offered in many languages, including German, Japanese, Chinese, Ukrainian and Spanish, beginning in Kindergarten, Grade 1, Grade 4, Grade 7 or Grade 10. The target language is taught as a subject to develop communication skills and an understanding and appreciation of the cultures of speakers of the language.
  - **French as a second language (FSL) courses** are offered, beginning in Grade 4 or Grade 10, and continue to Grade 12. French is taught as a subject to develop communication skills and an understanding and appreciation of the cultures of French-speaking peoples.
  - **Aboriginal language and culture courses** are offered in languages such as Blackfoot, Cree, Dene and Stoney (Nakota) beginning in Kindergarten, Grade 1, Grade 4, Grade 7 or Grade 10. The target Aboriginal language is taught as a subject to develop communication skills and an understanding and appreciation of Aboriginal culture. These languages are also taught in various types of partial immersion settings.

- **Alternative Programs**
  - **Bilingual programs** are partial immersion programs in which the target language is the language of instruction for up to 50 percent of the school day. Subject areas, such as fine arts, health, social studies, physical education, mathematics and science, may be taught in the target language. Bilingual programs are available in Arabic, German, Hebrew, Mandarin, Polish, Spanish and Ukrainian. Programs begin in Kindergarten or Grade 1 and may continue to Grade 12.
  - **Alternative French language program (French immersion)** begins in Kindergarten or Grade 1 and continues to Grade 12. French is the language of instruction for required subjects, such as French language arts, mathematics, science, social studies, physical education and health, and for selected complementary courses.

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Once the model is chosen, the entry points are usually:

- Kindergarten or Grade 1 for early French immersion
- Grade 7 for late French immersion
- Grade 4 or Grade 10 for French as a second language
- Kindergarten or grades 1, 4, 7 or 10 for international language and culture courses
- Kindergarten or Grade 1 for bilingual or partial immersion programs
- Kindergarten or grades 1, 4, 7 or 10 for Aboriginal language and culture courses.

The implementation committee would work with receiving and feeder schools to make sound recommendations regarding program articulation at Grade 7 or Grade 10, including the introduction of third or fourth languages.

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Provincial Programs of Study for International and Aboriginal Languages (as of December 2006)*

Each program indicates the student entry level. Language arts programs are offered in bilingual instruction. New nine-year programs with a Grade 4 entry point are shaded.

Language	Program
Italian	K–6 (12Y)
	7–8–9 (6Y)
	7–8–9 (12Y)
	10-3Y, 20-3Y, 30-3Y
	10-6Y, 20-6Y, 30-6Y
Chinese	**4–12 (9Y)**
	7–8–9 (6Y)
	Language Arts K–9
	Language Arts 10–20–30
	10-3Y, 20-3Y, 30-3Y
	10-6Y, 20-6Y, 30-6Y
German	**4–12 (9Y)**
	7–8–9 (6Y)
	Language Arts K–9
	Language Arts 10–20–30
	10-3Y, 20-3Y, 30-3Y
	10-6Y, 20-6Y, 30-6Y

Language	Program
Spanish	**4–12 (9Y)**
	7–8–9 (6Y)
	Language Arts K–6
	Language Arts 7–8–9
	10-3Y, 20-3Y, 30-3Y
	10-6Y, 20-6Y, 30-6Y
Japanese	**4–12 (9Y)**
	7–8–9 (6Y)
	10-3Y, 20-3Y, 30-3Y
	10-6Y, 20-6Y, 30-6Y
Cree	**4–12 (9Y)**
	K–12 (12Y)

Language	Program
Ukrainian	**4–12 (9Y)**
	7–8–9 (6Y)
	Language Arts K–9
	Language Arts 10–20–30
	10-3Y, 20-3Y, 30-3Y
	10-6Y, 20-6Y, 30-6Y
Punjabi	**4–12 (9Y)**
Blackfoot	**K–9**
	10–20–30
Latin	10–20–30

3Y – Three-year Program 6Y – Six-year Program 9Y – Nine-year Program 12Y – Twelve-year Program

* In addition, school authorities may choose to develop/acquire and authorize a locally developed language program of studies, per provincial policy.

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Entry Points for Language Programming Models

Language Programming Model	Division I K–3	Division II 4–6	Division III 7–9	Division IV 10–12
Language Course Sequence (International Language and Culture, FSL, Aboriginal Language and Culture)	****A language course sequence can begin at Kindergarten and continue through Grade 12.***			
		****A language course sequence can begin at Grade 4 and end at Grade 9.***		
		****A language course sequence can begin at Grade 4 and continue through Grade 12.***		
			A language course sequence can begin at Grade 7 and end at Grade 9.	
	A language course sequence can begin at Kindergarten and continue until Grade 6.			
			A language course sequence can begin at Grade 7 and end at Grade 12.	
				A language course sequence can be taken from grades 10 to 12.
Bilingual	****A bilingual program can begin at Kindergarten and continue to Grade 12.***			
	****A bilingual program can begin at Kindergarten/Grade 1 and end at Grade 6.***			
		****A bilingual program can begin at Grade 4 and end at Grade 12.***		
Early Immersion (FRENCH)	****French early immersion programs run from Kindergarten to Grade 12.***			
Late Immersion (FRENCH)		****French late immersion programs can begin at Grade 4 and end at Grade 12.***		
			French late immersion programs can begin at Grade 7 and end at Grade 12.	
				French late immersion programs can begin at Grade 10 and end at Grade 12.

**Students enrolled in these programs may choose to add an additional language to their academic career through a third language program.*

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Establish an Implementation Time Line

There are many ways to establish an implementation time line. One approach is to schedule, from the school perspective, all implementation activities from the current date to the implementation date. A second approach is to schedule activities and dates over which you do not necessarily have control. For example, your school authority may do its staffing at a particular time of year. If you need to hire a language teacher, it is most likely that your school's staffing needs will be addressed at the same time. You may choose to schedule the selection and/or purchase of instructional resources after the teacher is in place. Alternatively, your school authority may choose to employ the services of a language consultant to assist with the selection of resources, in which case the time line is not restricted by staffing.

Regardless of the format used to develop the implementation time line, it is important to take small steps toward the goal and to provide adequate time for learning new skills. When developing the implementation time line, remember to "expect the unexpected" and to ensure that there is sufficient time to address unanticipated bumps.

Develop a Communication Plan

One of the most effective strategies to support the implementation of your school's language program is to develop a strong communication plan that shares information about the program and the implementation process with stakeholder groups. The communication plan would:

- begin immediately and continue throughout the implementation process
- provide timely information
- employ a variety of formats, such as newsletters, phone messages, Web site information, face-to-face meetings and information sessions
- provide opportunities for two-way communication with stakeholders.

Monitor, Assess and Adjust the Implementation Plan

You will want to closely monitor the implementation plan to ensure that progress occurs in a steady manner toward the goal of implementation. If, for some reason, one implementation strategy is not as effective as the committee anticipated, a different strategy could be employed. The implementation committee would then adjust the initial implementation plan to meet emerging or unanticipated needs.

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Expect the Unexpected

The SWOT analysis may have identified areas with the potential to affect successful implementation. Review the implementation plan frequently prior to launch, to help identify where and when potential delays may occur. Thorough preparation is the most effective strategy for the successful implementation of your language program. It is always good to develop alternative plans.

In summary, successful implementation of a language program involves:

- the commitment and involvement of all stakeholders
- a supportive atmosphere, based on trust, open communication and a problem-solving approach
- an understanding of change
- an implementation plan that addresses instructional time and program articulation
- a skilled teacher with language proficiency or an alternative delivery plan
- sufficient time for planning
- adequate continuous instruction to allow students to benefit from language learning
- adequate human and financial resources
- in-servicing for staff
- ongoing monitoring and evaluation.

Stakeholder Involvement

Developing a strong relationship with stakeholder groups requires ongoing collaboration and communication. Each stakeholder group needs to understand it has an opportunity not only to participate in the life of the school but also to make a positive difference in what happens in the school. Engaging each of these groups, in an appropriate and meaningful manner, builds commitment and helps develop shared ownership of the work and results. To increase support for the school's new language program:

- maintain frequent two-way communication
- share relevant information in a timely manner
- create opportunities for meaningful involvement
- respect and acknowledge the needs and concerns of stakeholders
- share leadership and decision making
- take advantage of community resources to enhance learning experiences
- lead from a position of recognized knowledge and skill, rather than from a position of authority.

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Criteria for Selecting Languages

There are many factors to take into account when selecting a language or languages for your school. If responsibility for the selection of a language lies at the school level, you, your school community and stakeholder groups may wish to consider the following criteria as you make your decision:

- **Importance of specific languages at the community, national and international levels**
  All language learning provides benefits to students, but not all languages have the same potential for students as they assume their adult roles in the global community. Some languages receive more national and international interest and support. Selecting a language that is appropriate to, and supported within, the immediate community should be balanced with national and international considerations.

- **Community demand**
  The language selected should respond, to some degree, to the needs of the immediate school community and/or the community at large. Often, community demand for a particular language is an indication of opportunities for students to use the language in routine or daily interactions in the community. As community demographics change, the interest in, and support for, a particular language may also change.

- **Potential students**
  When more than one language presents itself as a possibility, the number of potential students may become the determining factor. The greater the interest and number of potential students, the more likely it is that the school will be able to maintain the program.

- **Availability of support**
  The language selected should be supported by a provincial program of studies or a locally developed course aligned with *The Common Curriculum Framework for International Languages, Kindergarten to Grade 12: Western Canadian Protocol for Collaboration in Basic Education*, Alberta Version, 2001.

- **Availability of financial resources**
  Implementing a new course requires adequate funding and the commitment and support of staff, students, parents and community stakeholders.

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- **Program articulation**
  Program articulation, within a school and among receiving and feeder schools, is essential for students to develop language proficiency and fluency in the target language. It may also affect student and parent decisions regarding initial enrollment in the language program. For example, once implemented in Grade 4, students and parents will expect to be able to continue with the selected language program to the end of Grade 9 and, hopefully, into senior high school. Community demographics, student enrollment patterns and projections, and other hard data should be analyzed to determine the sustainability of the selected language program.

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CHAPTER 3
ORGANIZING FOR INSTRUCTION IN A LANGUAGE PROGRAM

Administrator as Instructional Leader

As the instructional leader in your school, you are expected to see to the delivery of programs and courses, the assignment of staff duties and responsibilities and the supervision of instruction. You ensure that all programs meet provincial and school authority requirements and standards. Your leadership in the following areas impacts the success of a language program.

Staffing

Qualified teachers deliver programs of study. Where non-certificated staff participate in program delivery, it is imperative that certificated teachers retain overall responsibility for planning, assessing and reporting student progress. For example, a community member fluent in the target language may provide assistance in course delivery, but only under the direction and guidance of a certificated teacher. This arrangement is similar to the accepted practice that exists between teachers and program aides, parent volunteers, student teachers and journeyman tradespeople.

Instruction in the Approved Curriculum

As in all other subject areas, you supervise instruction in the language program; i.e., either a provincial program of studies or a locally developed and authorized language program. To ensure that the approved curriculum is being taught, it is helpful to be familiar with learning outcomes and expectations for language learning. Frequent classroom visits and conversations with parents, students and teachers can assist in monitoring progress toward achieving learning outcomes.

Alignment of Curriculum, Instruction, Assessment and Reporting

To maximize student learning, there should be strong alignment of the approved curriculum, instructional delivery, assessment practices and reporting of student progress.

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Selecting an Instructional Model

There are a variety of instructional models to consider. Knowing the skills of your teaching staff, the expectations of your parent community and the resources of your school authority will assist you in selecting the most effective and appropriate model.

Staffing Models:

- Specialist Model: language teachers offer instruction in the target language only. The teachers demonstrate high levels of language proficiency, knowledge and skills in language pedagogy.

- Classroom Teacher Model: generalist elementary classroom teachers assume responsibility for teaching the language. The willingness and ability of classroom teachers to develop the necessary language proficiency, knowledge and pedagogical skills to teach another language determine whether this model can be successful.

- Language Instructors (without Alberta teacher certification): post-secondary students, pre-service teachers, parents or other interested and qualified adults from the community provide language instruction. Instructors possess language skills and may require pedagogical skill development. Certificated teachers provide supervision. This model may allow for the introduction of languages that may not otherwise be introduced into the school program. Section 92(2) of the *School Act* allows individuals competent in a particular language and culture to deliver courses/programs under the supervision of certificated staff who oversee and approve instructional plans, instructional approaches and assessment of student performance.

Delivery Models:

- Virtual School Model: teachers are located at one site (the base site) and offer instruction to students at other sites. Teachers and groups of students communicate with each other through telephones, computers, videoconferences, monitors and microphones. Opportunities for oral communication are sometimes limited.

- Blended Model: classroom teachers use technologies, such as videotapes, audiotapes and computer programs, as tools to support instruction.

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Providing Support

Teachers

Language teachers possess the knowledge, skills, attitudes and language proficiencies required to implement the approved programs of study. You can support teachers by facilitating interschool visits, teacher involvement in mentorship programs and teacher access to central services consultants and by encouraging teacher involvement in ongoing professional development opportunities and activities. The initial and ongoing support you provide serve to:

- ensure that teachers have a thorough understanding of the curriculum and learning outcomes
- introduce teachers to a variety of learning and teaching resources
- enhance teachers' language proficiency, second language pedagogy and learner assessment theory and practice
- develop and enhance teachers' cultural understanding
- raise teachers' awareness of the latest language learning theories and methodologies.

Students

Language program information helps students select courses as they move from one division to the next. Students who have prior language learning will need to have access to more challenging activities or, perhaps, to a more advanced course. Transfer students who have experienced a language other than the one offered at your school may require short-term support. When faced with such situations, consider these suggestions:

- If feasible, integrate students into existing language programs and provide them with assistance to catch up to other students.
- Make arrangements to transport students to neighbouring schools that offer the programs needed.
- Arrange for tutors.
- Offer alternative delivery, such as online, virtual school or correspondence courses.

Students with Special Education Needs

Language programming may be appropriate for students with special education needs. Research indicates that for many students with special education needs, study of another language may be a positive learning experience. Given the unique nature of each student, decisions about participation in language programming are best made, on an individual basis, by administrators in consultation with parents. *Standards for Special Education, Amended June 2004* indicates that:

- boards will ensure neighbourhood or local schools are the first placement option for students with special education needs
- programming decisions are made, based on the assessed needs of the student, as identified in the student's Individualized Program Plan (IPP).

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Research in the area of French immersion has found that early immersion students with learning difficulties or behavioural difficulties will do as well in a French immersion setting, if provided with appropriate supports, as they would in an English language program. School authorities, in consultation with parents, are expected to determine appropriate programming for students, based on the information provided in *Standards for Special Education, Amended June 2004*. Decisions about language instruction will be reflected in students' IPPs.

Parents and Community

With encouragement and support, parents and the community can play a significant role in the school's language program. Encourage parents to involve their children in activities outside of school, such as corresponding in the target language with pen pals (either electronically or through the postal service) or participating in student exchanges, visits, study opportunities, special events, or work or volunteer experience, where opportunities exist.

Provide ongoing information to encourage the community to include the school in activities, such as ethnic celebrations. The school can assist its ethnic community by providing direct contacts with target language communities in Alberta and other provinces or countries. These opportunities could include school twinning, e-mail correspondence, short- and long-term exchanges, and visitations.

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CHAPTER 4
IMPLEMENTING THE LANGUAGE PROGRAM

Allocating Resources

Staffing and instructional materials are considered in the implementation of a language.

Timetable

In constructing the school timetable for teaching and learning, you balance staffing needs. You may wish to consider making small, incremental changes to minimize the disruption of introducing a new program. The school timetable must continue to meet the minimum recommendations of all core subjects and ideally provide the recommended 150 minutes per week for the language program.

Instructional Materials

Instructional materials encompass a variety of formats. They may include printed texts, online resources, interactive multimedia programs, community artifacts, manipulatives, photographs, magazines and commercial or teacher-prepared materials. The selection of instructional materials should be age-appropriate, meet the diverse learning needs of students and provide variety.

Provincial Language Programs

A range of provincial language programs are available; e.g.,

- Chinese Language and Culture (three-, six- and nine-year programs)
- Cree Language and Culture (three-, six-, nine- and twelve-year programs)
- French as a Second Language
- French Language Arts
- German Language and Culture (three-, six- and nine-year programs)
- Italian Language and Culture (three-, six- and twelve-year programs)
- Japanese Language and Culture (three-, six- and nine-year programs)
- Ukrainian Language and Culture (three-, six- and nine-year programs)

Current provincial international language programs of study may be viewed at http://www.education.gov.ab.ca/k_12/curriculum/bySubject/languages/default.asp, current provincial French language programs of study may be viewed at http://www.education.gov.ab.ca/french/M_12/default.asp, and current provincial Aboriginal language programs of study may be viewed at http://www.education.gov.ab.ca/k_12/curriculum/bySubject/aborigin/default.asp.

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Implementation Strategies

Your role includes responding to any concerns by providing assurance and factual information. You may wish to have on hand a copy of *A Review of the Literature on Second Language Learning*, which describes how language learning not only complements other subject areas but also contributes to improved student achievement in these subject areas. It is helpful to highlight for stakeholders the areas of common and complementary skill development between language learning and learning in other subjects. Always try to clearly link the implementation of the new language program to benefits that can be realized. While it is important to acknowledge challenges, stakeholders will be more supportive of implementation if positive benefits to students and the community are apparent early in the implementation process. Overall, the goal of the school is to improve student achievement; language instruction could help the school reach this goal.

Sources of Language Teachers

In most school authorities, personnel services are responsible for identifying, recruiting, assessing and hiring qualified language teachers. Possible language teachers may include:

- certificated staff who taught languages at one time but are currently teaching other subject areas
- certificated staff with language skills who may have taught languages at one time but are currently retired
- certificated staff with language skills but with no pedagogical training specific to languages, such as language acquisition theory and methodology
- certificated staff, at the elementary level, who have an interest in developing their language and pedagogical skills through professional development and retraining programs
- individuals with teacher preparation from another school authority, but without Alberta certification
- teachers on exchange
- visiting teachers
- individuals with language expertise, but without teacher preparation (under supervision of certificated staff).

In your role as administrator, you may provide input into the staffing procedure, with respect to the unique needs of your school. It is important to ensure that those making staffing decisions are familiar with your language implementation plans, as well as the needs and organization of your school. The personal and professional skills and talents of each language teacher will help build student, parent and community support for, and confidence in, the new program.

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Provision for the Use of Language Instructors
Section 92(2) of the *School Act* allows individuals competent in a particular language and culture to deliver courses/programs under the supervision of certificated staff who oversee and approve instructional plans, instructional approaches and assessment of student performance.

Principles

Teachers may need the assistance of a language instructor to effectively deliver the language program to students. The following guidelines may be helpful when a language instructor is involved in classroom activities.

Statement of Principle:
The best possible education for students is the primary consideration in the deployment of a language instructor.

Statement of Belief:
The quality of education a teacher provides to students can be enhanced through the supportive services of a language instructor.

Guidelines

- The teacher remains responsible, at all times, for the instruction of students and the fostering of student learning.
- The teacher is responsible for the diagnosis of educational needs, the design of appropriate instruction and programs, the evaluation of student progress and the communication and reporting of student progress to students, parents and the school authority.
- The teacher may use the services of language instructors to fulfill his or her responsibilities. For example, a teacher may assign a language instructor to prepare classroom materials or provide students with assistance in the application of concepts included in relevant programs of study. Similarly, a teacher may consult instructors in diagnosing needs and designing instructional programs.
- The teacher is responsible for the direction and supervision of language instructors.
- The teacher ensures that language instructors carry out their roles and responsibilities in a manner that is consistent with approved programs of study and that maintains student safety and well-being.

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Tips for Effective Language Supervision

You may consider the following ideas for supervision.

Make Time for Classroom Visits

- Block specific times during the week and stick to them.
- Schedule visits first thing in the morning.
- Track visitation progress on a school map of classrooms.
- Publicize your visitation schedule internally and in school newsletters.
- Ensure that planning and parent meetings do not conflict with the classroom visitation schedule.

In the Classroom

- Talk to students about their learning, their understanding of classroom expectations for learning and behaviour, and how they get help when they need it.
- Use a simple form to record and share information with teachers. Headings such as "Language focus," "Practices that meet or exceed the Teaching Quality Standard" and "Have you thought about . . ." may prove helpful.
- Offer to teach a class so teachers can observe or participate in collaborative planning.
- Review student work to gather evidence of curriculum alignment, to validate understanding of concepts and to identify ways for students to demonstrate achievement.
- Offer to partner with teachers to teach lessons or assist with class activities.

Tap into the School Environment

- Assume appropriate, shared responsibility for the language program.
- Be highly visible. Greet, acknowledge and interact with students, staff, parents and guests in the school before classes begin, during breaks, at noon hour and at the end of the school day. Where possible, use the target language.
- Regularly administer a simple school survey. Ask questions such as: "What are our areas of language strength?" "What would make the program even better?" "What assistance do you need to support you in your work teaching this language?" and "What advice do you have for me?"
- Monitor interactions between students, staff and parents, and model the expected standard.
- Assess the tone and content of staff-room conversation.

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CHAPTER 5
USING TECHNOLOGY TO SUPPORT A LANGUAGE PROGRAM

Technology

Technology can provide greater access to resources, expose students to real-world problems and authentic contexts for learning, and provide alternative methods of representing and communicating knowledge. It fosters innovation, facilitates dialogue and offers potential for developing new practices in the education and research communities.

This section highlights how various technologies can support language learning. Effective practice within instructional models is crucial to the success of any language learning program. Professional development, which supports effective practice, is essential to the successful use of any technology, resource or application.

Digital Resources

Digital resources vary in size and complexity. Alberta Education envisions language teachers having access to a range of digital resources from the LearnAlberta.ca Web site (http://www.LearnAlberta.ca). These include:

- comprehensive, sequenced and structured material, geared to a specific grade, language and program, which could be accessed in various ways
- existing digital resources that meet the needs of Alberta students and that are accessible through provincial licensing agreements
- video materials, available for downloading to school-based content delivery devices (CDDs) through provincial licensing agreements
- teacher support materials, such as online guides to implementation, which could include proficiency benchmarks.

Digital resources do not, in themselves, constitute a complete course. Delivery of a complete course is always in the hands of teachers, as the process involves:

- the program of studies
- the needs and interests of students
- the context in which instruction takes place.

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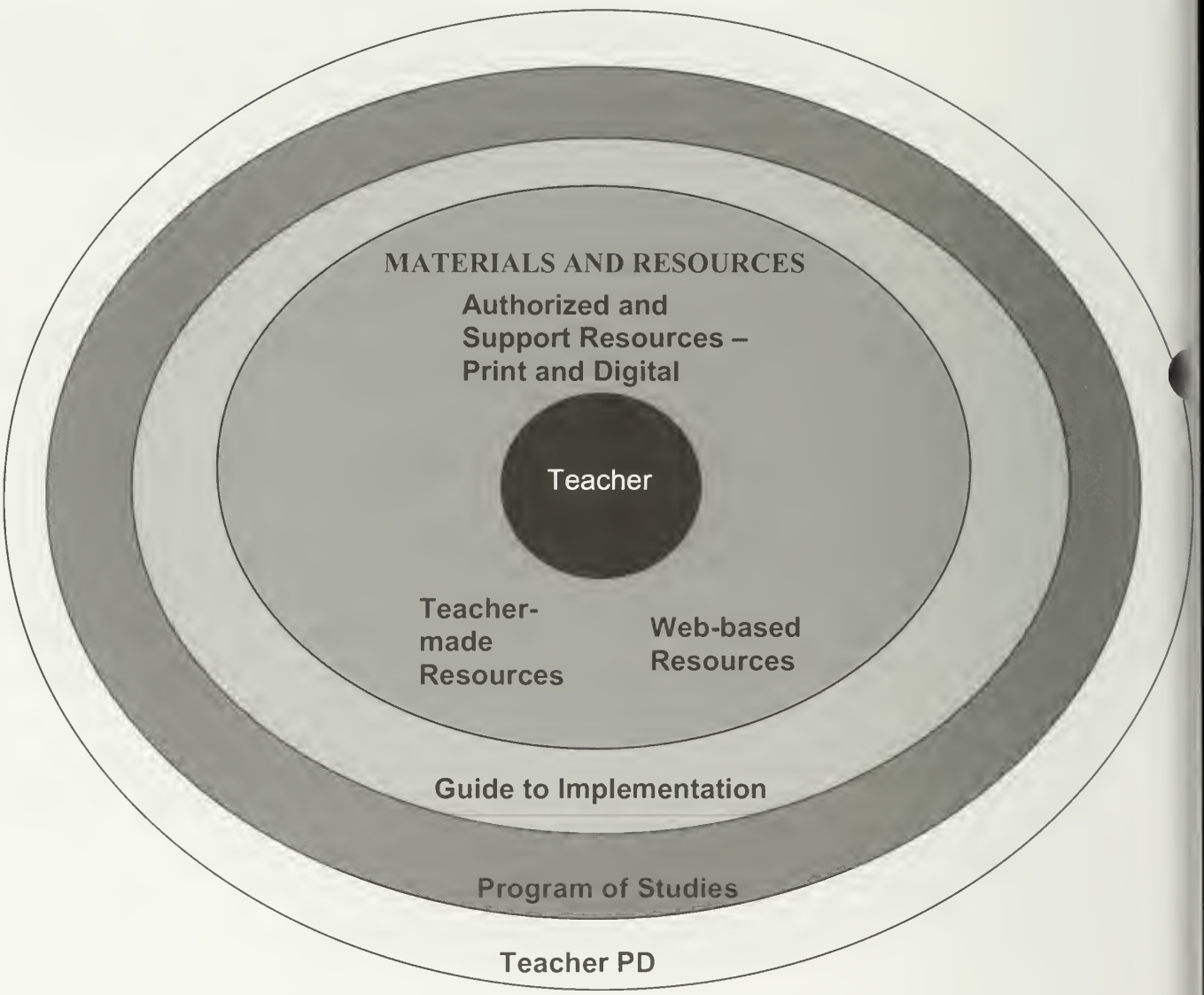
The expertise of teachers is required in order to select resources appropriate to the needs of students. Teachers ensure that learning outcomes that cannot be addressed through digital materials are addressed in another manner. Teachers in technology-mediated settings plan activities to ensure interpersonal communication using available technology; e.g., Web conferencing.

The following graphic illustrates the role of teachers in planning for instruction, selecting appropriate resources and seeking out professional development (PD).



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The degree to which teachers are able to enhance and support language learning through technology is largely dependent on:

- access to reliable technology in the learning environment
- availability of professional development and technical support
- individual interest and skill level.

Teachers and language instructors will find technology most beneficial when it is used, within their current practice, as a means of extending and enhancing learning experiences for students.

Resources

Resource	Description	Opportunities	Challenges	Additional Requirements
Digital Learning Resources from Alberta Education	• vary in size and complexity • may be stand alone or sequenced • can include a range of media types; e.g., video, audio, animation, interactive multimedia **Current examples:** http://www.LearnAlberta.ca • Spanish 10 • German 10 • Ukrainian Grade 1	• aligned with Alberta K–12 programs of study • engaging, flexible, learner-centred • provides degree of user feedback • can include authentic components otherwise difficult for language teachers to access; e.g., audio, visual, cultural	• do not address all curricular outcomes, e.g., speaking, interacting, and may need to be stated in correct outcome language • some constraints exist around licensed content • current technical build does not allow user accounts (currently no ability to save and monitor work)	• high-speed Internet access and sufficient bandwidth • hardware requirements (computer access, headphones, projection devices, content delivery devices for streamed video components) • in-school technical support
External Digital Resources	• may vary in size and complexity • may be packaged as a course; e.g., Spanish for young children at http://cvc.cervantes.es/aula/mimundo/ (not aligned with Alberta program of studies)	• engaging, flexible, learner-centred • provides degree of user feedback • can include authentic components otherwise difficult for language teachers to access; e.g., audio, visual, cultural	• may not address all curricular outcomes	• may require high-speed Internet access and sufficient bandwidth
External Web Sites	• teachers may assess suitability of Web sites and share them via portals, such as 2Learn.ca (http://www.2Learn.ca/), LaunchPad for Learning (http://www.albertalaunchpad.ca/)	• allow for student engagement with authentic cultural and linguistic material	• maintaining and monitoring list of Web sites • piecemeal, single site may have content that supports few learning outcomes	• Internet access, computer access, headphones, projection devices

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Software Applications

Microsoft Office gives students and teachers the ability to create and edit text in a variety of languages. Students can work on projects collaboratively by sharing documents using e-mail. Microsoft Office is a powerful resource that can be used innovatively to enhance learning.

Computer-based Applications to Support Language Learning

Application	Description	Opportunities	Challenges
Microsoft Windows[1]	• keyboard settings and a visual keyboard feature allow learners to key in the target language	• students can create documents in the target language	• initial set-up requires some time
Microsoft Office	• embedded links to media (digital pictures, audio, video, Web sites) • translation tool available • built-in dictionary, spell and grammar check allow learners to edit in the target language	• students with some competence in the target language can draft original texts with supporting links; e.g., words can be linked to images, sound files, Web sites	• teachers need to help students develop strategies to use these tools effectively and appropriately • individual teachers may request professional development in order to use the tools effectively and in a pedagogically sound manner

[1] Alberta Education signed a province-wide agreement with Microsoft Canada Inc. that will provide an opportunity for all publicly-funded school jurisdictions to deploy Microsoft Office (see details at http://www.education.gov.ab.ca/news/2004 October/nr-TechAgreement.asp).

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Technology-mediated Communication

Technology is extending our reach by allowing us to communicate efficiently at any time of the day. Language teachers can use technology to allow students to communicate with community members, other language specialists and family members.

Please note: In order for students and teachers to use the communication tools listed, access to microphones, headphones or a headset is recommended.

Delivery Modes

Communication may take place **synchronously** (e.g., an online chat during class) or **asynchronously** (e.g., e-mail exchanged outside of class time).

	Description	Opportunities	Challenges	Additional Requirements
Synchronous Delivery	• takes place in real-time, much like face-to-face conversation	• communication occurs more naturally in a real-time setting • immediate feedback, correction and clarification	• requires timetable organization, monitoring and assessing	• technical support at both ends
Asynchronous Delivery	• does not take place in real-time or synchronously	• supports communication outside of classroom time • allows for learners to reflect and edit before posting • provides a forum for less-involved learners to be comfortable	• monitoring and assessing • security, if available on the Internet • real-time aspect of communication is not supported	• management and security software

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Communication Technologies				
	Description	**Opportunities**	**Challenges**	**Additional Requirements**
Video-conferencing	• provides synchronous, two-way, interactive electronic communication by transmitting audio and visual messages using cameras, monitors and computer software	• potential to link remote sites together and offer new ways to deliver learning, professional development and administrative programs and services • live experiences provide for authentic learning opportunities	• initial cost of set-up • coordinating timetables • less effective to frequently monitor student oral skills at a distance • requires stable, reliable bandwidth from end to end throughout session	• classroom activities, resources and assessment
Desktop conferencing	• participants have video cameras, microphone and speakers mounted on their computer • voices, text-based messages, files and images are carried over the network	• simulates face-to-face communication effectively • not as dependent on keyboard skills as text-based chats	• initial technology set-up • most effective one-to-one or between small groups	• headsets • broadband access often required to maintain a high level of quality
VoIP—Voice over Internet Protocol	• a technology for transmitting telephone calls over the Internet • can include sharing of text, files and images	• relatively inexpensive • text, files and images are transferred using other technologies that can be bundled with a VoIP application	• technical set-up depends on existing infrastructure • monitoring and assessing student communication could be problematic • limited by the quality of technology in place • many connections to one lab or school can be bandwidth intensive	• headsets • broadband access often required to maintain a high level of quality

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	Description	Opportunities	Challenges	Additional Requirements
Bulletin boards, discussion board or interactive message board	• an Internet-based forum for an interest group	• encourages group interaction	• can become difficult to manage, due to the number of participants	
E-mail	• provides text-based communication among learners, teachers and parents	• offers a more personal communication forum • is familiar to most computer users	• can become difficult to manage, depending on how it is used	

Classroom Environments

Traditional classroom environments: students and teacher meet at a scheduled time and address the curriculum, using a variety of authorized materials, teacher-selected resources and activities.

Blended classroom: brings together the best of the traditional classroom and online learning experiences. The portion of time spent engaged in either mode is dependent on the teacher's interest, expertise, access to resources and technology, and professional discretion.

Fully online classroom: all course components, such as resources, instructional components, communication and assessment, are available to students via the Internet. The courses are self-contained and do not require a face-to-face experience. The courses may be offered in a synchronous and/or an asynchronous environment.

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CHAPTER 6
MONITORING A LANGUAGE PROGRAM

Characteristics of a Successful Language Program

The following list describes a successful language program and may be of assistance.

School Authority Support

The school authority:

- endorses and promotes the importance of language learning
- has policy committed to language learning
- defines programming conditions; e.g., eligibility, instructional time
- provides sufficient funding
- hires competent teachers
- encourages lifelong professional development.

Administrator Support

The administrator:

- hires and places competent teachers
- schedules sufficient time for language learning
- allocates an appropriate budget
- promotes language learning
- supports teachers.

Language Teacher Support

Language teachers:

- possess at least an advanced level of competency in the target language
- are knowledgeable about language acquisition and appropriate instructional strategies
- are familiar with outcomes-based assessment policies and strategies
- understand how to integrate technology into instruction
- teach, arranging a variety of interactive learning activities for students
- participate in professional development activities.

Community Support

- Parents understand and support the language program.
- The business community and community-at-large support language learning as part of a world-class education.
- Staff in the school support language learning.
- The target language and culture are visible in the school and community.

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Integral Part of Regular Program

- The language program is given the same importance as other programs.
- The language program is taught in a classroom designated for the language.
- Class time is respected, and the program is stable from year to year.

Sufficient Instructional Time

- The recommended 150 minutes is provided per week for regular language programming.
- At least four target language class periods are scheduled per week.

Interactive Learning

- Students learn in situations that are as close as possible to real communication.
- Students develop an understanding of the language's linguistic system and subsystems (phonological, syntactic, semantic and pragmatic) by using the language in authentic contexts.
- Students develop communication skills through skits, simulations, dramatizations and games.
- Students have opportunities for contact with speakers of the language, through structured interviews, letters or e-mail messages, face-to-face meetings, art, music, song and student exchange programs, which make learning the target language meaningful.

Student Assessment

- Assessment is an aid to learning.
- Assessment processes enable students to demonstrate their knowledge and skills in the target language, based on curricular expectations.

Program Assessment

- The language program is reviewed periodically to ensure quality.
- Assessment strategies are valid and reliable measures of program outcomes.

Quality Learning Resources

- The program has sufficient and appropriate classroom and library resources.
- The learning resources reflect students' interest and language level. They include dictionaries, magazines, books for personal interest, manipulatives and audiovisual material.
- Audiovisual materials include videos, cassettes, computer software, CD–ROM products, films, music and television programs.

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Well-articulated Program

- Students experience similar learning experiences at a given instructional level.
- Smooth and logical transitions occur between elementary, junior high and senior high school levels.
- Program outcomes, instructional time, instructional and assessment practices, and resources are similar at each grade level.
- The program, at each level, builds systematically on previous learning in the language.
- Elementary, junior high and senior high language teachers and school administrators work together.
- The program sequences accommodate beginning and continuing students.

Professional Development

- Teachers access a variety of professional development activities in language learning.
- School administrators encourage and support lifelong professional development.

Promotion and Marketing

- The school authority, school administrators, counsellors and teachers promote the benefits of language learning.
- Communication documents and activities include information packages for parents and students, open houses, information evenings, brochures, school authority/school Web site, school displays and posters.
- Student activities may include student clubs, Internet pen pals, field trips and student exchanges.
- The language taught is visible in the school through the use of signs, bulletin boards, displays, school concerts, extracurricular activities and school announcements.

Student Access, Support and Recognition

- The language program is available to all students, including gifted students and students with special needs.
- Students can access additional help and materials.
- Students with special needs receive appropriate assistance.
- Students are recognized with certificates, awards, bursaries and other incentives.

Financial Support

- Sufficient financial support is provided for salaries, learning resources, student assessment materials, professional development needs, cultural activities, student exchanges and student recognition.

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Administrator's Role in Monitoring Instruction

You can support teachers by providing a clear focus on instruction and by removing any barriers to learning. Provide every teacher with a copy of the *Teaching Quality Standard*, the appropriate language program of studies, accompanying guides to implementation, adequate resources, access to professional development and an overview of ongoing skill development and expertise.

Through supervision of instruction, you have an opportunity to take in activities that promote language learning. The purpose of instructional supervision is not only to ensure that teaching meets the standard, but also to encourage growth and to foster a culture of continuous language improvement. Your role is to provide an objective opinion that confirms and celebrates growth or provides support and encouragement to facilitate change.

Try to see the language learning environment as a new student, new staff member, visitor or parent would. It can be a useful way to collect soft data regarding the school environment.

Indicators of an effective school language program include:

- alignment of curriculum, instruction, assessment, resources and reporting of student progress
- student and parent understanding of learning outcomes and student assessment
- staff-initiated language projects and ideas that support and improve language learning
- staff voluntarily sharing their knowledge or best instructional practices
- staff cohesiveness, meaningful participation and sense of belonging
- staff responsibility for providing programming that ensures all students have the opportunity to achieve a measure of success
- willingness to critically assess past practices, eliminate barriers and risk trying new strategies or organizational models
- ongoing, regularly scheduled monitoring and adjusting of instructional strategies and program plans to ensure student progress
- setting and modelling high expectations for achievement, conduct and behaviour
- targeted professional development to address personal, school and school authority goals
- a focus on language learning in discussions at meetings, in the staff room, in newsletters and at assemblies
- school-initiated processes that collect input from staff, students, parents and the community

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- recognition that meaningful parental involvement contributes to student success
- frequent, open and clear communication among all members of the learning community.

Sample Suggestions for Intervention and Support

Early identification of difficulties and low-key interventions address issues or actions before they become problems that may require more critical measures.

Examples of program support are included in Appendix VII under the heading "Language Programs: School Assessment Form." They are organized using broad categories from the *Teaching Quality Standard*. Some of the categories include:

- school authority support
- administrator support
- competent teachers
- integral part of regular program
- sufficient instructional hours
- interactive learning
- student and program assessment
- quality learning resources
- well-articulated program
- professional development
- promotion and marketing
- differentiated learning
- financial support.

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CHAPTER 7
ASSESSING THE SUCCESS OF THE LANGUAGE PROGRAM

Collection and Use of Data

To assess the implementation and ongoing success of your school's language program, you would regularly collect assessment for learning and assessment of learning (previously referred to as formative and summative evaluation) from a variety of sources.

A variety of data are collected—the objective, statistical information and the data of subjective impressions—and can be used to determine:

- teacher, student, parent and community satisfaction and support for the program
- actual and potential program growth, decline or status quo
- growth in student language achievement
- impact on student achievement in other core areas.

Sources for learning data may include the municipality (for community demographic growth trends and statistics), your school authority (for enrollment projections and school authority level achievement results) and school records (for class and individual achievement results and language program enrollments).

You can collect data regarding the progress and success of the language program by:

- being attentive to teacher, student and parent conversations about the language program
- noting the level of enthusiasm for language projects and activities
- monitoring displays of student work
- asking questions and surveying stakeholder groups
- requesting that teachers report on language learning at staff meetings
- assessing the level of support and satisfaction from stakeholder groups.

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Student Achievement Results

Assessment is the systematic process of gathering information on student learning or performance. Assessment strategies should be aligned with curriculum, instruction and reporting of student achievement. Effective assessment strategies help teachers improve instruction and help students focus their efforts on achieving expected learning outcomes. Some examples of student assessment strategies are included in the appendices.

Language learning has the potential to positively affect student achievement in other subject areas. As the language program becomes established in your school, you could expect positive growth in language achievement results as well as in the achievement results of other subjects. If positive growth does not occur over time, you may need to reassess the effectiveness of teaching strategies and provide in-servicing or additional professional development.

Level of Stakeholder Support

The involvement of stakeholder groups contributes to the success of any school venture. Stakeholder support and involvement is important during the planning and implementation phase and on an ongoing basis to ensure the viability and sustainability of the language program. Take the time to identify a range of meaningful and appropriate opportunities for involvement and recognition of stakeholder contributions. Appendix VIII includes suggestions for involving stakeholders and for maintaining stakeholder support.

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CHAPTER 8
ADJUSTING THE IMPLEMENTATION PLAN

Gauging the Success of the Implementation Process

In gauging the success of the implementation process, it is a good idea to continue to compare the program to the characteristics of a successful language program discussed earlier. More and more of these characteristics should become apparent as the implementation process proceeds. All new programs are likely to experience some bumps during the implementation stage. Over time, these should resolve themselves and the confidence and comfort level of all stakeholders should increase.

During the implementation phase, celebrate successes achieved to date and maintain a realistic approach and pace toward the goal of firmly establishing the language program as a core subject of instruction. Sample templates for school and personal self-reflection are included in Appendix VII to help you gauge the success of the implementation process.

Revising the Implementation Plan

Based upon your school and personal reflections, analysis of hard and soft data, and input from stakeholder groups, there may be a need to revise the implementation plan. If things are going well, it may be possible to quicken the pace for some aspects of the plan or to expand the plan to encompass additional positive aspects. If things are not going well, it may be necessary to take action, such as subdividing activities or tasks into smaller, more manageable or achievable jobs; altering expectations to more accurately reflect what is realistically achievable; or changing the sequence of events.

Revising the implementation plan does not mean giving up or accepting anything less than success. It is a normal part of any planning cycle. Revisions use the collective knowledge and expertise of stakeholder groups to alter steps in the process and to ensure that success is achieved in a timely manner. You may wish to revisit the SWOT analyses or use data and information garnered from various sources to clarify your thoughts and help identify components that require revision. If you build upon successes and minimize problems, the positive incremental steps will not only lead to effective language programming, they will make your whole school better.

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Next Steps

Continued improvement is the result of a continuous cycle of planning, implementing, monitoring, assessing and revising. As each goal is reached, an existing goal is expanded or a new goal is established, and the cycle continues to generate positive change and improvement. Individuals may incorporate the cycle of continuous improvement into their professional practices as efficiently as schools incorporate it into the teaching and learning environment.

It is often said that the most critical work occurs in the classroom and the most critical leadership resides with the school administrator. As an administrator, it is important to be:

- optimistic about what can be achieved
- passionate about what you believe in
- change-oriented to take advantage of opportunities for success
- resilient and solution-oriented so success is always within your reach.

As an administrator and instructional leader, you set the tone and direction for stakeholders. Stakeholders look to you for signs and actions that generate confidence or hesitation. Take the opportunity to use your leadership and experience with language programming to move your school forward. Give your students the language tools they need to help them become participatory and competitive in an increasingly global economy and community.

Although there are many and varied theories about leadership, the art of leadership is ancient.

> ***The second best leader is honored and praised by the people. The third best is feared. The worst is hated. But when the best leader's work is done, the people say, "We did it ourselves."***
>
> – Lao Tzu

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APPENDICES: ADMINISTRATOR'S TOOLS

Appendix I: Planning Templates
- SWOT Analysis Form—Whole School
- SWOT Analysis Form—Language Program
- Setting Direction
- Language Selection
- Program Articulation Chart

Appendix II: Staffing and Professional Development
- Determining Teacher Competency
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- Teacher Professional Development Plan
- Professional Development

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- Determining Instructional Time
- Recommended Time Allocation per Model

Appendix IV: Sample Elementary and Junior High Timetables
- Sample Elementary Timetables: Recommended Instructional Time by Percentages and Minutes per Week
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Appendix V: Generic Benchmarks for Grades 6, 9 and 12: International Language and Culture Nine-year Programs

Appendix VI: Monitoring of Second Language Instruction
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Appendix VII: Reflecting on Levels of Success
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Appendix VIII: Communicating About and Promoting Language Programs
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Appendix IX: Tips for Parents

Appendix X: Additional Information: Web References

Appendix XI: Glossary of Terms Relating to Language Learning

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SWOT ANALYSIS FORM—WHOLE SCHOOL

Strengths	Opportunities
Weaknesses	**Threats (Barriers)**

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SWOT ANALYSIS FORM—LANGUAGE PROGRAM

Strengths	Opportunities
Weaknesses	**Threats (Barriers)**

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SETTING DIRECTION

For use by administrator and/or school implementation committee

Considerations	Objectives/Tactics	Time Frame	Responsibilities
Stakeholder Groups (identify)			
Language Selection (goals)			
Program Organization (possibilities)			
Staffing/Professional Development (needs)			
Curriculum/Learning Resources (availability)			
Assessment Options (availability)			
Support to Teachers, Students, Parents and Community (requirements)			
Marketing and Promotion (possibilities)			

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LANGUAGE SELECTION

For use by administrator and/or school implementation committee

Considerations	Objectives/Tactics	Time Frame	Responsibilities
Importance of Language (society)			
Present Community Language (vitality)			
Future Community Languages (vision)			
Language Programs Needed (school)			
Community Resources and Materials (available)			
School Level Resources (develop)			
Family Involvement in Learning (partnership)			
Other (add your own)			

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PROGRAM ARTICULATION CHART

Language _____ Name of School _____

- _____
- _____
- _____
- _____
- _____
- _____

Types of language programming currently offered or planned by the school authority:

Language Course Sequence:

Name of Language	Name of School	Entry Point – End Point

Bilingual Program:

Name of Language	Name of School	Entry Point – End Point

Early French Immersion:

Name of School	Entry Point – End Point

Late French Immersion:

Name of School	Entry Point – End Point

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DETERMINING TEACHER COMPETENCY

In conjunction with school authorities, you, as an administrator, ensure that teachers instructing languages other than English have the required proficiency in the target language as well as the necessary pedagogical knowledge and skills. A teacher of languages other than English possesses the following knowledge, skills and dispositions:

- appropriate language proficiency in the target language (intermediate or advanced)
- knowledge of contemporary cultures in which the target language is used
- understanding of the theories of language acquisition
- effective and communicative instructional strategies
- effective learner assessment approaches
- understanding of the broader school curriculum
- bilingual skills (target language and English)
- a portfolio of language proficiency.

INTERNATIONAL TESTS FOR LANGUAGES

The purpose of international tests is to help school authorities ensure that language teachers maintain proficiency in the language program they teach.

There are writing sites for various international languages in Alberta.

- **Chinese HSK Examinations**

- **Japanese Language Proficiency Test**

- **Spanish DELE Examinations**

For further information, contact the Curriculum Branch at 780–427–2984. To be connected toll-free inside Alberta, dial 310–0000 first.

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TEACHER PROFESSIONAL DEVELOPMENT PLAN

You may consider encouraging your language teachers to develop individual professional development plans that incorporate knowledge, skills and attitudes in the following three areas: success for learners, language and culture, pedagogy and assessment. The following example may help language teachers.

	Focus	Study Areas/Activities
1.	**Success for Learners**	• language learning/acquisition, learning styles • expected program outcomes • curriculum and learning resource development and adaptation • support for learners
2.	**Language and Culture**	• study, work, residence, extended stays and travel in regions and countries where the target language is spoken • participation in immersion activities • courses and seminars conducted in the target language • independent activities in the target language, such as reading, listening and viewing • interaction with speakers of the target language • participation in workshops and conferences • participation in teacher exchange programs
3.	**Pedagogy and Assessment**	• courses, conferences, workshops and seminars in language acquisition, pedagogy, curriculum design, learner assessment and content areas • professional reading and dialogue • participation in discussion groups, peer observation, mentoring and task forces • participation in language learning–related research activities

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PROFESSIONAL DEVELOPMENT

As an administrator, it is important to ensure that language teachers possess the necessary language proficiency, language pedagogy, knowledge of learner assessment theory and practice, and knowledge of the language curriculum. As well, language teachers would benefit from knowledge of:

- bursaries
- scholarships
- Alberta Education
- provincial professional development providers (e.g., Alberta Regional Professional Development Consortia, Alberta Assessment Consortia)
- Intercultural and Second Languages Council.

Characteristics of Intermediate Level in Language Proficiency—American Council on the Teaching of Foreign Languages

As described by the American Council on the Teaching of Foreign Languages, a learner at the end of the intermediate level of language proficiency will be able to:

- understand announcements and messages connected to daily activities in the target culture
- describe experiences and events, dreams, hopes and ambitions, and briefly give reasons and explanations for opinions and plans
- examine selected practices from the target cultures and his or her own practices, such as holidays, celebrations and work habits
- interact with members of the local community to hear how they use the language in their various fields of work
- exchange information about topics of personal interest
- read memos, notices or information on familiar matters
- prepare short, routine correspondence to request or give information, explanations or instructions
- write brief reports to explain or request that action be taken on work-related matters
- write an e-mail
- fill in forms where brief descriptions and comments are required
- adapt texts, such as model letters, by adding a few words or slightly modifying the content
- handle requests for routine information
- give and follow instructions about how work is to be done, what information is needed and what steps or alternatives are to be followed.

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DETERMINING INSTRUCTIONAL TIME

All students are provided access to a minimum number of hours of instruction as outlined in the *Guide to Education: ECS to Grade 12*. Alberta students receive at least 950 hours of instruction in each of the elementary and junior high school grades. Each senior high school course, including a language course, is 125 hours (5 credits). While decisions on the organization and scheduling of instructional time are a board matter, the following recommendations for instructional time assist schools in planning and allow students sufficient opportunity to achieve the outcomes outlined in the programs of study.

Language Course Sequence

To successfully complete the learning outcomes of the following language courses, it is recommended that students at the elementary and junior high school levels receive at least 150 minutes of instruction per week:

- International language and culture courses
- French as a second language (FSL) courses
- Aboriginal language and culture courses.

It is suggested that target language instruction:

- occur at least three days per week, but preferably daily, and be timetabled accordingly
- be blocked for an uninterrupted portion of the day.

Bilingual Programs

To successfully complete the learning outcomes, it is recommended that students in bilingual language programs have access to:

- 45 to 50 percent of the instructional time in the target language at the elementary school level
- 30 to 50 percent of the instructional time in the target language at the junior high school level
- 20 percent of the instructional time in the target language at the senior high school level (most often two 5-credit courses).

Alternative French Language Program

To successfully complete the learning outcomes of the early alternative French language program (French immersion), it is recommended that students have access to:

- at least 75 percent of the instructional time in French at the elementary school level
- at least 60 percent of the instructional time in French at the junior high school level
- at least 40 percent of the instructional time in French at the senior high school level.*

(*Full funding requires 75 percent in elementary and 60 percent in junior and senior high school.)

To be eligible for funding, alternative French language program (French immersion) students receive at least:

- 5000 hours of instruction from grades 1 to 12
- 10 credits per year in French language courses (e.g., French language arts, social studies offered in French) at the senior high school level.

Note: Students in French immersion or bilingual programs, when taking a third language, should receive enough instructional time to ensure successful completion of the learning outcomes in the third language.

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The chart below provides a summary of the amount of instructional time recommended for various language programming models.

RECOMMENDED TIME ALLOCATION PER MODEL

<table>
<tr><th></th><th>Division I</th><th>Division II</th><th>Division III</th><th>Division IV</th></tr>
<tr><td>• International Language and Culture Courses
• FSL Courses
• Aboriginal Language and Culture Courses</td><td colspan="3">95 hours of instruction per year
(suggested 150 minutes per week, 3–5 days per week)</td><td>125 hours per course</td></tr>
<tr><td>• Bilingual Programs</td><td colspan="2">45 to 50 percent of instructional time in target language</td><td>30 to 50 percent of instructional time in target language</td><td>At least 20 percent of instructional time in target language
(10 credits)</td></tr>
<tr><td>• French Immersion</td><td>Kindergarten:
100 percent of instructional time in French

Grades 1–2:
90–100 percent of instructional time in French</td><td>Grades 3–6:
70–80 percent of instructional time in French</td><td>50–80 percent of instructional time in French</td><td>40–80 percent of instructional time in French

(at least 10 credits/ year = 25%)</td></tr>
</table>

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SAMPLE ELEMENTARY TIMETABLES: RECOMMENDED INSTRUCTIONAL TIME BY PERCENTAGES AND MINUTES PER WEEK

Sample 1—Elementary
- 5-day cycle
- Early dismissal
- 29 periods
- 1521 minutes per week
- Split 760 a.m./761 p.m. min/week

51	51	51	51	51
51	51	51	51	51
50	50	50	50	50
Lunch				
55	55	55	55	55
54	54	54	54	54
54	54	54		54

Sample 1 Elementary	Grades 4–6 Recommended Instruction by Percent	Grades 4–6 Recommended Minutes per Week	Number of Periods (29)	Average Minutes per Week
English Language Arts	25%	380	7	352–383
Mathematics	15%	228	5	250–275
Science	15%	228	5	250–275
Social Studies	10%	152	3	150–165
Art and Music	10%	152	3	150–165
Physical Education (not specified daily)	10%	152	2	150–165
Health			1	
Second Language (Proposed)	10%	152	3	150–165
Optional subjects, one or more; e.g., drama, religious instruction, any Information and Communication Technology (ICT) outcomes not integrated with subjects	5%	76		
Unspecified time				

In this example, ICT outcomes are integrated into core subjects.

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Sample 2—Elementary

- 5-day cycle
- No early dismissal
- 40 periods (38 minutes)
- 1520 minutes per week
- Split 760 a.m./760 p.m. min/week

38	38	38	38	38
38	38	38	38	38
38	38	38	38	38
38	38	38	38	38
Lunch				
38	38	38	38	38
38	38	38	38	38
38	38	38	38	38
38	38	38	38	38

Sample 2 Elementary	Grades 4–6 Recommended Instruction by Percent	Grades 4–6 Recommended Minutes per Week	Number of Periods (40)	Average Minutes per Week
English Language Arts	25%	380	10	380
Mathematics	15%	228	6	228
Science	15%	228	6	228
Social Studies	10%	152	4	152
Art and Music	10%	152	4	152
Physical Education (not specified daily)	10%	152	4	152
Health				
Second Language (Proposed)	10%	152	4	152
Optional subjects, one or more; e.g., drama, religious instruction, any Information and Communication Technology (ICT) outcomes not integrated with subjects	5%	76	2	76

In this example, ICT outcomes are integrated into core subjects.

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Sample 3—Elementary

- 5-day cycle
- Early dismissal
- 38 periods
- 1520 minutes per week
- Split 800 a.m./720 p.m. min/week

40	40	40	40	40
40	40	40	40	40
40	40	40	40	40
40	40	40	40	40
Lunch				
40	40	40	40	40
40	40	40	40	40
40	40	40		40
40	40	40		40

Sample 3 Elementary	Grades 4–6 Recommended Instruction by Percent	Grades 4–6 Recommended Minutes per Week	Number of Periods (38)	Average Minutes per Week
English Language Arts	25%	380	10	400
Mathematics	15%	228	7	280
Science	15%	228	5	200
Social Studies	10%	152	4	160
Art and Music	10%	152	4	160
Physical Education (not specified daily)	10%	152	4	160
Health				
Second Language (Proposed)	10%	152	4	160
Optional subjects, one or more; e.g., drama, religious instruction, any Information and Communication Technology (ICT) outcomes not integrated with subjects	5%	76		

In this example, ICT outcomes are integrated into core subjects.

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Sample 4—Elementary

- 5-day cycle
- No early dismissal
- 30 periods
- 1520 minutes per week
- Split 760 a.m./760 p.m. min/week

52	52	52	52	52
50	50	50	50	50
50	50	50	50	50
Lunch				
52	52	52	52	52
50	50	50	50	50
50	50	50	50	50

Sample 4 Elementary	Grades 4–6 Recommended Instruction by Percent	Grades 4–6 Recommended Minutes per Week	Number of Periods (30)	Average Minutes per Week
English Language Arts	25%	380	7	350–364
Mathematics	15%	228	5	250–260
Science	15%	228	5	250–260
Social Studies	10%	152	4	200–208
Art and Music	10%	152	3	150–152
Physical Education (not specified daily)	10%	152	3	150–152
Health				
Second Language (Proposed)	10%	152	3	150–152
Optional subjects, one or more; e.g., drama, religious instruction, any Information and Communication Technology (ICT) outcomes not integrated with subjects	5%	76		

In this example, ICT outcomes are integrated into core subjects.

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Sample 5—Elementary

- 5-day cycle
- Early dismissal
- 48 (irregular) periods
- 1520 minutes per week
- Split 760 a.m./760 p.m. min/week

30	30	30	30	30
30	30	30	30	30
30	30	30	30	30
30	30	30	30	30
32	32	32	32	32
Lunch				
32	32	32	35	32
32	32	32	35	32
32	32	32	46	32
32	32	32		32
33	33	33		33

Sample 5 Elementary	Grades 4–6 Recommended Instruction by Percent	Grades 4–6 Recommended Minutes per Week	Number of Periods (48)	Average Minutes per Week
English Language Arts	25%	380	12	360–408
Mathematics	15%	228	7	210–248
Science	15%	228	7	210–248
Social Studies	10%	152	5	150–182
Art and Music	10%	152	3 2 (Music)	150–182
Physical Education (not specified daily)	10%	152	3	150–182
Health			2	
Second Language (Proposed)	10%	152	5	150–182
Optional subjects, one or more; e.g., drama, religious instruction, any Information and Communication Technology (ICT) outcomes not integrated with subjects	5%	76	2	

In this example, ICT outcomes are integrated into core subjects.

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"Sample 5—Elementary" Example Timetable (Grade 4)

Grade 4	Monday	Tuesday	Wednesday	Thursday	Friday
	Registration	Registration	Registration	Registration	Registration
8:45–9:15 (30 min)	ELA	ELA	ELA	ELA	
9:15–9:45 (30 min)	PE/Health	ELA (library)	Math	PE/Health	
9:45–10:15 (30 min)	Math	Math	Math	Math	Math
10:15–10:30	Recess	Recess	Recess	Recess	Recess
10:30–11:00 (30 min)	French	French	French	French	French
11:00–11:32 (32 min)	ELA	ELA	ELA	Science	ELA
11:32–12:32	Lunch	Lunch	Lunch	Lunch	Lunch
	Registration	Registration	Registration	Registration	Registration
12:32–1:04 (32 min)	SS	SS	SS	SS (35 min)	SS
1:04–1:36 (32 min)	Science	Science	Science	Music (35 min)	Science
1:36–2:08 (32 min)	Science	PE/Health	Science	Math (46 min)	Art
2:08–2:23	Recess	Recess	Recess	Dismissal 2:28	Recess
2:23–2:55 (32 min)	ELA	ELA	Art		PE/Health
2:55–3:28 (33 min)	Art	Music	PE/Health		ELA

Math – 226 minutes
Science – 224 minutes
Social Studies (SS) – 163 minutes
Art and Music – 165 minutes
ELA – 375 minutes
PE/Health – 157 minutes
French – 150 minutes
Two 30-minute periods to increase any subject area

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"Sample 5—Elementary" Example Timetable (Grade 5)

Grade 5	Monday	Tuesday	Wednesday	Thursday	Friday
	Registration	Registration	Registration	Registration	Registration
8:45–9:15 (30 min)	ELA	ELA	ELA	ELA	
9:15–9:45 (30 min)	ELA	PE/Health	ELA (library)	Math	PE/Health
9:45–10:15 (30 min)	French	French	French	French	French
10:15–10:30	Recess	Recess	Recess	Recess	Recess
10:30–11:00 (30 min)	Math	Math	Math	Science	Math
11:00–11:32 (32 min)	ELA	ELA	Science	Science	ELA
11:32–12:32	Lunch	Lunch	Lunch	Lunch	Lunch
	Registration	Registration	Registration	Registration	Registration
12:32–1:04 (32 min)		Science	Science	PE/Health (35 min)	Science
1:04–1:36 (32 min)	PE/Health	Math	SS	SS (35 min)	Science
1:36–2:08 (32 min)	SS	SS	Art	Music (46 min)	SS
2:08–2:23	Recess	Recess	Recess	Dismissal 2:28	Recess
2:23–2:55 (32 min)	Art	Music	PE/Health		ELA
2:55–3:28 (33 min)	ELA	ELA	Math		Art

ELA – 374 minutes
Math – 215 minutes
Science – 222 minutes
Social Studies (SS) – 163 minutes
Art and Music – 175 minutes

PE/Health – 159 minutes
French – 150 minutes

One 30- and one 32-minute period to increase any subject area

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"Sample 5—Elementary" Example Timetable (Grade 6)

Grade 6	Monday	Tuesday	Wednesday	Thursday	Friday
	Registration	Registration	Registration	Registration	Registration
8:45–9:15 (30 min)	ELA	ELA	ELA	ELA	
9:15–9:45 (30 min)	Science	Science	Science	Math	ELA (library)
9:45–10:15 (30 min)	PE/Health	Science	Science	Science	Science
10:15–10:30	Recess	Recess	Recess	Recess	Recess
10:30–11:00 (30 min)		ELA	ELA	PE/Health	PE/Health
11:00–11:32 (32 min)	French	French	French	French	French
11:32–12:32	Lunch	Lunch	Lunch	Lunch	Lunch
	Registration	Registration	Registration	Registration	Registration
12:32–1:04 (32 min)	Math	Math	PE/Health	Music (35 min)	Math
1:04–1:36 (32 min)	SS	SS	Math	Math (35 min)	SS
1:36–2:08 (32 min)	Art	Music	SS	SS (46 min)	ELA
2:08–2:23	Recess	Recess	Recess	Dismissal 2:28	Recess
2:23–2:55 (32 min)	ELA	ELA	ELA		Art
2:55–3:28 (33 min)	Math	PE/Health	Art		ELA

ELA – 371 minutes
Math – 226 minutes
Science – 210 minutes
Social Studies (SS) – 174 minutes
Art and Music – 164 minutes
PE/Health – 155 minutes
French – 160 minutes
Two 30-minute periods to increase any subject area

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SAMPLE JUNIOR HIGH TIMETABLES: RECOMMENDED INSTRUCTIONAL TIME BY HOURS PER YEAR AND MINUTES PER WEEK

Sample 1—Junior High

- 5-day cycle
- Early dismissal
- 38 periods
- 1520 minutes per week
- Split 800 a.m./720 p.m. min/week

40	40	40	40	40
40	40	40	40	40
40	40	40	40	40
40	40	40	40	40
Lunch				
40	40	40	40	40
40	40	40	40	40
40	40	40		40
40	40	40		40

Sample 1 Junior High	Guide to Education		Sample 1	
	Recommended Hours per Year	Recommended Minutes per Week	Number of Periods (38)	Average Minutes per Week
English Language Arts	150	240	6	240
Mathematics	100	160	5	200
Science	100	160	5	200
Social Studies	100	160	5	200
Physical Education (not specified daily)	75	120	4	160
Health	50	80	2	80
Second Language (if offered)	95	150	4	160
Optional subjects, in addition to four periods of second language	65	105	3	120
			Three periods equals 75 h/year	
Unspecified time—to be allocated for additional time to the subjects listed above	215	340	4	160

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Sample 2—Junior High
- 5-day cycle
- No early dismissal
- 30 periods
- 1520 minutes per week
- Split 765 a.m./755 p.m. min/week

51	51	51	51	51
51	51	51	51	51
51	51	51	51	51
Lunch				
51	51	51	51	51
50	50	50	50	50
50	50	50	50	50

Sample 2 Junior High	Guide to Education		Sample 2	
	Recommended Hours per Year	Recommended Minutes per Week	Number of Periods (30)	Average Minutes per Week
English Language Arts	150	240	5	250–255
Mathematics	100	160	4	200–204
Science	100	160	4	200–204
Social Studies	100	160	4	200–204
Physical Education (not specified daily)	75	120	3	150–153
Health	50	80	2	100–102
Second Language (if offered)	95	150	3	150–153
Optional subjects, in addition to three periods of second language	65	105	3	150–153
			Three periods equals 94–96 h/year	
Unspecified time—to be allocated for additional time to the subjects listed above	215	340	2	100–102

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Sample 3 – Junior High

- 6-day cycle
- No early dismissal
- 36 regular periods
  - 6 (Daily) Health (25 min)
- 1535 Minutes per week
- Split 940 a.m./595 p.m. min/week

47	47	47	47	47	47
47	47	47	47	47	47
47	47	47	47	47	47
47	47	47	47	47	47
Lunch					
25	25	25	25	25	25
47	47	47	47	47	47
47	47	47	47	47	47

Sample 3 Junior High	Guide to Education		Sample 3	
	Recommended Hours per Year	Recommended Minutes per Week	Number of Periods per Six Days (36 plus (6) 25s)	Resulting Average Minutes per Week (not six-day cycle)
English Language Arts	150	240	7	274
Mathematics	100	160	5	196
Science	100	160	5	196
Social Studies	100	160	5	196
Physical Education (not specified daily)	75	120	4	157
Health	50	80	(6) 25 minute periods	125
Second Language (if offered)	95	150	4	157
Optional subjects, in addition to four periods of second language	65	105	3	118
			Three periods equals 74 h/year	
Unspecified time— to be allocated for additional time to the subjects listed above	215	340	3	118

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Sample 4—Junior High

- 5-day cycle
- Early dismissal
- 29 periods
  - 5 (10 minute) reading periods
- 1529 minutes per week
- Split 1020 a.m./509 p.m. min/week

51	51	51	51	51
51	51	51	51	51
51	51	51	51	51
51	51	51	51	51
Lunch				
10	10	10	10	10
51	51	51	51	51
51	51	51		51

Sample 4 Junior High	Guide to Education		Sample 4	
	Recommended Hours per Year	Recommended Minutes per Week	Number of Periods (29 plus)	Average Minutes per Week
English Language Arts	150	240	4 plus (5) 10	254
Mathematics	100	160	4	204
Science	100	160	4	204
Social Studies	100	160	4	204
Physical Education (not specified daily)	75	120	3	153
Health	50	80	2	102
Second Language (if offered)	95	150	3	153
Optional subjects, in addition to three periods of second language	65	105	3	153
			Three periods equals 96 h/year	
Unspecified time— to be allocated for additional time to the subjects listed above	215	340	2	102

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Sample 5—Junior High

- 4-day cycle
- Early dismissal by different schedule
- 35 periods (7 shortened)
- 1520 minutes per week
- Split 900 a.m./620 p.m. min/week
  - same dismissal for lunch

45	45	45	36	45
45	45	45	36	45
45	45	45	36	45
45	45	45	36	45
			36	
Lunch				
45	45	45	40	45
45	45	45	40	45
45	45	45		45

Sample 5 Junior High	Guide to Education		Sample 5	
	Recommended Hours per Year	Recommended Minutes per Week	Number of Periods per Four-day Cycle (28)	Resulting Average Minutes per Week (not four-day cycle)
English Language Arts	150	240	4	217
Mathematics	100	160	4	217
Science	100	160	4	217
Social Studies	100	160	4	217
Physical Education (not specified daily)	75	120	3	163
Health	50	80	2	109
Second Language (if offered)	95	150	4	217
Optional subjects, in addition to four periods of second language	65	105	3	163
			Three periods equals 102 h/year	
Unspecified time—to be allocated for additional time to the subjects listed above	215	340	0	0

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Sample 6—Junior High

- 6-day cycle
- No early dismissal
- 35 regular periods
  - 6 (Daily) ELA (10 min)
- 1529 minutes per week
- Split 1020 a.m./509 p.m. min/week
- Requires a modified day Thursday

51	51	51	51	51	51	41
51	51	51	51	51	51	41
51	51	51	51	51	51	41
51	51	51	51	51	51	41
Lunch						40
10	10	10	10	10	10	lunch
51	51	51	51	51	51	10
51	51	51	51	51	51	51
						Off

Modified Times

Sample 6 Junior High MODIFIED THURSDAY TIMES	Guide to Education		Sample 6	
	Recommended Hours per Year	Recommended Minutes per Week	Number of Periods per Six Days (36 less one plus (6) 10s)	Resulting Average Minutes per Week (not six-day cycle)
English Language Arts	150	240	(6) regular (6) 10	294–305
Mathematics	100	160	5	201.5–212.5
Science	100	160	5	201.5–212.5
Social Studies	100	160	5	201.5–212.5
Physical Education (not specified daily)	75	120	4	159–170
Health	50	80	2	74–85
Second Language (all grades)	95	150	4	159–170
Optional subjects (1)	65	105	4	159–170
Unspecified time—to be allocated for additional time to the subjects listed above	215	340	1	31.5–42.5

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GENERIC BENCHMARKS FOR GRADES 6, 9 AND 12: INTERNATIONAL LANGUAGE AND CULTURE NINE-YEAR PROGRAMS

The generic benchmarks established in this document are a synthesis of expected student knowledge and skills at the completion of grades 6, 9 and 12 in the International Language and Culture Nine-year Programs (Grade 4 to Grade 12).

Purpose of Benchmarks

The purpose of the benchmarks is to ensure a common understanding about what to realistically expect from students in relation to language knowledge and skills at different grades in their learning. Benchmarks inform stakeholders about what students will know and be able to do in a target language at the completion of grades 6, 9 and 12, relative to the nine-year programs. Stakeholders include parents, administrators, school trustees and others who are interested in student achievement in the International Language and Culture Nine-year Programs.

Foundation of Benchmarks

The International Language and Culture Nine-year Programs serve as the foundation for the benchmarks, which are based on the learning outcomes for grades 6, 9 and 12.

How to Read this Document

Some users of this document will be interested only in reading about the expected learning at one particular grade, while others may want to see the progression of expected student knowledge and skills over a nine-year program. Therefore, the benchmarks have been presented in two different ways: separate lists of knowledge and skills for Grade 6, Grade 9 and Grade 12; and a chart that shows all information side-by-side for grades 6, 9 and 12. A glossary has also been included to provide definitions of terms in the document. The order of knowledge and skills listed per grade does not imply a gradual level of difficulty.

Communicating with Parents

How can I find out if my child reaches a benchmark?

Teachers gather information about what students know and can do in relation to the learning outcomes from the program of studies. This information is communicated to parents through report cards, conferences, student portfolios and conversations. Parents should talk to their child's teacher to find out how the child performs according to learning outcomes in a target language. Parents may also make their own observations about how their child is able to function in the target language in home and community settings.

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How can I find more information about the target language program?
Anybody who wishes to read detailed descriptions of the expected knowledge and skills at each grade level can access the particular program of studies through the Alberta Education Web site (http://www.education.gov.ab.ca/k_12/curriculum/bySubject/languages/).

Glossary

Benchmarks
Benchmarks describe what Alberta students should know and be able to do in a target language at the completion of grades 6, 9 and 12.

Learning Outcome
A learning outcome can be general or specific. General outcomes are broad statements that describe what students will be able to do overall when they learn the target language. Specific outcomes describe what students will achieve by the completion of a grade/course.

Program of Studies
A program of studies is a legal document that provides teachers with information about what students are expected to achieve in a particular subject area. The following four components are part of each of the Alberta International Language and Culture Nine-year Programs (Grade 4 to Grade 12):

- Applications: The specific outcomes in Applications deal with what students will be able to do in the target language.
- Language Competence: The specific outcomes in Language Competence deal with developing knowledge and skills that allow students to use the target language effectively and competently.
- Global Citizenship: The specific outcomes in Global Citizenship deal with developing students' knowledge, skills and attitudes necessary to become effective global citizens.
- Strategies: The specific outcomes in Strategies deal with helping students learn and communicate more effectively in the target language through the conscious use of strategies.

Nine-year Program
Nine-year Program (9Y) refers to an international language and culture program of studies that starts in Grade 4 and ends in Grade 12.

Target Language
The term target language refers to a language learned in addition to the mother tongue of the student.

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International Language and Culture
Nine-year Programs
Grade 6 Benchmarks

For a detailed description of specific outcomes for grades 4, 5 and 6, refer to the program of studies.

End of Grade 6

General Outcome: Students will use the language in a variety of situations and for a variety of purposes.
What are students able to do in the target language?
Students will:

- express their likes, dislikes and feelings
- communicate about themselves, other people, places and a simple sequence of events
- invite someone to do something, and respond to invitations
- communicate with others, while working in a group, to accomplish tasks such as taking turns, agreeing and disagreeing, and encouraging one another
- gather and organize information in simple ways
- use the language for fun, to interpret simple humour and to be creative

General Outcome: Students will use the language effectively and competently.
How well are students able to use the target language?
Students will:

- begin to use correct pronunciation, with guidance
- demonstrate understanding by using groups of words that relate to familiar topics
- correctly use grammatical elements, such as forming simple questions and using common verbs and descriptive words, with guidance
- understand simple sentences when they hear them and produce simple sentences, with guidance
- read and write short and simple texts, with guidance
- interact with others in simple situations, with guidance

General Outcome: Students will acquire the knowledge, skills and attitudes to be effective global citizens.
What other knowledge, skills and attitudes have students acquired?
Students will:

- recognize how cultures of another language are similar and different from their own
- explain their own cultural perspective and appreciate the importance of other viewpoints
- identify some personal and professional reasons for learning another language

General Outcome: Students will know and use strategies to maximize the effectiveness of learning and communication.
What other skills have students acquired?
Students will:

- explain and use, with guidance, strategies to learn the target language
- explain and use, with guidance, strategies to use the target language
- explain and use, with guidance, strategies to enhance general learning

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International Language and Culture
Nine-year Programs
Grade 9 Benchmarks

For a detailed description of specific outcomes for grades 7, 8 and 9, refer to the program of studies.

End of Grade 9

General Outcome: Students will use the language in a variety of situations and for a variety of purposes.
What are students able to do in the target language?
Students will:

- express their feelings appropriately in formal and informal situations
- communicate about events that have taken place or will take place
- offer invitations, compliments and congratulations to others and be able to respond to them
- communicate with others, while working in a group, to accomplish tasks such as supporting each other's ideas, negotiating roles and restating one another's ideas
- gather information in different ways and use this information for a variety of purposes
- use the language for fun, to interpret and express humour, and to be creative

General Outcome: Students will use the language effectively and competently.
How well are students able to use the target language?
Students will:

- pronounce words correctly, in familiar situations
- demonstrate understanding by using groups of words that relate to topics
- use grammatical elements, such as using future tense, forming more complex questions and using irregular verbs and adverbs, with guidance
- understand short texts when they hear them and produce different kinds of statements, with guidance
- read and write short texts, with and without guidance
- interact with others in simple situations, asking for guidance when needed

General Outcome: Students will acquire the knowledge, skills and attitudes to be effective global citizens.
What other knowledge, skills and attitudes have students acquired?
Students will:

- organize information about the cultures of the target language
- recognize stereotyping and appreciate the value of other viewpoints
- identify personal reasons for learning the target language and for learning about other cultures

General Outcome: Students will know and use strategies to maximize the effectiveness of learning and communication.
What other skills have students acquired?
Students will:

- select and use, with some independence, strategies to learn the target language
- select and use, with some independence, strategies to use the target language
- select and use, with some independence, strategies to enhance general learning

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International Language and Culture
Nine-year Programs
Grade 12 Benchmarks

For a detailed description of specific outcomes for grades 10, 11 and 12, refer to the program of studies.

End of Grade 12

General Outcome: Students will use the language in a variety of situations and for a variety of purposes.
What are students able to do in the target language?
Students will:

- communicate about how feelings and emotions are expressed in a variety of media
- communicate information to different audiences
- communicate socially in formal and informal situations
- communicate with others, while working in a group, to accomplish tasks such as providing feedback to one another, acting within a leadership role and suggesting new ways of organizing group activities
- organize and synthesize information they obtain from a variety of sources for a variety of purposes
- use a more complex level of language for fun, to interpret and express humour, and to be creative

General Outcome: Students will use the language effectively and competently.
How well are students able to use the target language?
Students will:

- pronounce words in many different situations, given the opportunity to practise
- use words and phrases related to topics studied in class
- use more complex grammatical elements, such as using different verb tenses for a variety of purposes, making comparisons and using irregular verbs in a variety of tenses
- understand lengthy texts when they hear them and produce lengthy written texts, with guidance
- read and write lengthy texts, with guidance
- interact with others in familiar situations, with ease, and in formal situations

General Outcome: Students will acquire the knowledge, skills and attitudes to be effective global citizens.
What other knowledge, skills and attitudes have students acquired?
Students will:

- analyze information from different sources about the cultures of the target language
- explore how what they have learned could be applied in the global marketplace
- explore how knowledge about the language and culture of the target language is helpful in the global marketplace

General Outcome: Students will know and use strategies to maximize the effectiveness of learning and communication.
What other skills have students acquired?
Students will:

- use, independently, the best strategies to enhance learning of the target language
- select and use, independently, the most appropriate strategies to effectively use the language
- select and use, independently, the most appropriate strategies to enhance general learning

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International Language and Culture Nine-year Programs Grades 6, 9 and 12 Benchmarks

For a detailed description of specific outcomes, refer to the program of studies.

General Outcome:
Students will use the language in a variety of situations and for a variety of purposes.

	End of Grade 6	End of Grade 9	End of Grade 12
Students will:	❑ express their likes, dislikes and feelings	❑ express their feelings appropriately in formal and informal situations	❑ communicate about how feelings and emotions are expressed in a variety of media
	❑ communicate about themselves, other people, places and a simple sequence of events	❑ communicate about events that have taken place or will take place	❑ communicate information to different audiences
	❑ invite someone to do something, and respond to invitations	❑ offer invitations, compliments and congratulations to others and be able to respond to them	❑ communicate socially in formal and informal situations
	❑ communicate with others, while working in a group, to accomplish tasks such as taking turns, agreeing and disagreeing, and encouraging one another	❑ communicate with others, while working in a group, to accomplish tasks such as supporting each other's ideas, negotiating roles and restating one another's ideas	❑ communicate with others, while working in a group, to accomplish tasks such as providing feedback to one another, acting within a leadership role and suggesting new ways of organizing group activities
	❑ gather and organize information in simple ways	❑ gather information in different ways and use this information for a variety of purposes	❑ organize and synthesize information they obtain from a variety of sources for a variety of purposes
	❑ use the language for fun, to interpret simple humour and to be creative	❑ use the language for fun, to interpret and express humour, and to be creative	❑ use a more complex level of language for fun, to interpret and express humour, and to be creative

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For a detailed description of specific outcomes, refer to the program of studies.

General Outcome:

Students will use the language effectively and competently.

	End of Grade 6	End of Grade 9	End of Grade 12
Students will:	❑ begin to use correct pronunciation, with guidance	❑ pronounce words correctly, in familiar situations	❑ pronounce words in many different situations, given the opportunity to practise
	❑ demonstrate understanding by using groups of words that relate to familiar topics	❑ demonstrate understanding by using groups of words that relate to topics	❑ use words and phrases related to topics studied in class
	❑ correctly use grammatical elements, such as forming simple questions and using common verbs and descriptive words, with guidance	❑ use grammatical elements, such as using future tense, forming more complex questions and using irregular verbs and adverbs, with guidance	❑ use more complex grammatical elements, such as using different verb tenses for a variety of purposes, making comparisons and using irregular verbs in a variety of tenses
	❑ understand simple sentences when they hear them and produce simple sentences, with guidance	❑ understand short texts when they hear them and produce different kinds of statements, with guidance	❑ understand lengthy texts when they hear them and produce lengthy written texts, with guidance
	❑ read and write short and simple texts, with guidance	❑ read and write short texts, with and without guidance	❑ read and write lengthy texts, with guidance
	❑ interact with others in simple situations, with guidance	❑ interact with others in simple situations, asking for guidance when needed	❑ interact with others in familiar situations, with ease, and in formal situations

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For a detailed description of specific outcomes, refer to the program of studies.

General Outcome:

Students will acquire the knowledge, skills and attitudes to be effective global citizens.

	End of Grade 6	End of Grade 9	End of Grade 12
Students will:	❑ recognize how cultures of another language are similar and different from their own	❑ organize information about the cultures of the target language	❑ analyze information from different sources about the cultures of the target language
	❑ explain their own cultural perspective and appreciate the importance of other viewpoints	❑ recognize stereotyping and appreciate the value of other viewpoints	❑ explore how what they have learned could be applied in the global marketplace
	❑ identify some personal and professional reasons for learning another language	❑ identify personal reasons for learning the target language and for learning about other cultures	❑ explore how knowledge about the language and culture of the target language is helpful in the global marketplace

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For a detailed description of specific outcomes, refer to the program of studies.

General Outcome:

Students will know and use strategies to maximize the effectiveness of learning and communication.

	End of Grade 6	End of Grade 9	End of Grade 12
Students will:	❑ explain and use, with guidance, strategies to learn the target language	❑ select and use, with some independence, strategies to learn the target language	❑ use, independently, the best strategies to enhance learning of the target language
	❑ explain and use, with guidance, strategies to use the target language	❑ select and use, with some independence, strategies to use the target language	❑ select and use, independently, the most appropriate strategies to effectively use the language
	❑ explain and use, with guidance, strategies to enhance general learning	❑ select and use, with some independence, strategies to enhance general learning	❑ select and use, independently, the most appropriate strategies to enhance general learning

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SCHOOL SELF-ASSESSMENT FOR EVALUATING SUPPORT OF THE LANGUAGE PROGRAM

The following checklists will help you assess the level of support that exists for your language program. The checklists may be used to initiate discussion between teachers and school administration.

1. Does your school have:

	Yes	No
a language classroom or space dedicated to teaching the language program		
the most recent curriculum documents		
policy for hiring teachers with linguistic and methodological capabilities		
policy for encouraging professional learning opportunities for teachers		
appropriate learning resources		
a plan for transition		
posters of common classroom expressions and thematic vocabulary		
displays of student work in the language program		
a variety of thematic reading materials		
cassette or CD players		
audiovisual equipment readily available to support skill development in oral and written comprehension		
access to computer rooms for language development?		

2. Are students involved in:

	Seldom	Sometimes	Regularly
listening to recordings in the language			
oral presentations			
individual reading			
writing authentic texts			
working cooperatively			
portfolio work or formative evaluation activities?			

3. Does communication take place to:

	Yes	No
make staff aware of the language program		
help students and staff make the connection between subject areas, school events, activities and the community?		

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STRATEGIES TO ASSIST TEACHERS IN THE DELIVERY OF THE PROGRAM

Use early identification of difficulties and low-key interventions to address issues or actions before they become entrenched behaviours that may require more critical measures.

Curriculum Knowledge and Expertise

The following strategies may help teachers recognize and adapt to differentiated learning styles:

- ensure that the teacher has a copy of the program of studies for the target language
- assist the teacher in aligning curriculum expectations with selected parts of the chosen textbook
- identify areas where additional resources are required
- have a colleague, teacher–librarian or department head assist the teacher in selecting additional resources to address the curriculum
- ask the teacher to describe the varying skill levels of students
- ask what strategies are used to adapt the language curriculum to meet the diverse range of student needs
- arrange for the teacher to observe/buddy with a skilled practitioner
- provide the teacher with an opportunity for in-service training or peer coaching to develop skills in differentiated instructional strategies.

Planning and Preparation

Messaging strategies might have you:

- meet with the language teacher to discuss the comments received
- suggest that the teacher provide parents with a copy of the parent's handbook for curriculum for the grade level or with the language learning expectations
- ask the teacher to include, in the unit plan, the learning expectations, list of student assignments, marking criteria and assessment schedule
- suggest that a class calendar be posted, indicating dates for assignments and exams
- encourage the teacher to explain the marking criteria for each assignment before students begin the work
- suggest that curriculum information be included in all classroom newsletters to parents.

To show various assessment tools:

- arrange for a session on effective assessment strategies to be presented to all staff at a staff meeting, department meeting or professional development day
- ask all language teachers to bring copies of their assessment strategies to a collaborative planning session
- inform staff that, as part of your supervision, you will be asking them to share at least three of their best assessment practices with you during your one-to-one meeting or your debriefing session after a classroom visitation.

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Instructional Strategies

To integrate technology into language instruction:

- determine the teacher's area of strength or expertise and partner the teacher with a colleague who is skilled in technology but could benefit from the teacher's expertise
- provide the teacher with time for in-service training and professional development on integrating technology and instruction
- provide time for peer coaching and collaborative planning where two or more teachers can work together.

To assist the flow of lessons:

- meet with the teacher to share any concern regarding the number of student referrals to the office and/or the comments made by students
- schedule more frequent classroom visits
- review student notebooks and discuss contents with the teacher, during classroom visits
- offer to have someone team-teach a lesson so alternative instructional strategies can be modelled.

Assessment Strategies

To show various assessment tools:

- review marks, records and weightings for assignments and examinations with the teacher
- ask the teacher to share the scoring criteria
- provide the teacher with a resource that includes a sample scoring rubric, student work and an explanation of how the rubric is used to judge the assignment
- assist the teacher in developing a simple scoring rubric for an assignment
- offer assistance to the teacher in using the scoring rubric the first time
- have a knowledgeable staff member make a presentation at a staff meeting, collaborative planning session or a professional development day on aligning curriculum, instructional strategies and assessment practices
- set aside a portion of a staff meeting to examine samples of student work and exams that each teacher has brought, to determine alignment
- work in small groups to brainstorm suggestions for improving alignment
- repeat the process at a later date to compare the degree of alignment and celebrate improvement.

Classroom Management and Environment

As a means to improve organizational strategies, you could:

- remind the teacher of school expectations for student behaviour and conduct
- ask how the teacher is implementing school behaviour and conduct expectations within the classroom
- arrange for a consultant, mentor or peer to spend time in the classroom to track classroom activities

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- have the teacher and consultant develop strategies for dealing with the most critical behaviour and conduct issues
- schedule regular classroom visits to monitor and provide encouragement, support and praise, if appropriate.

To create an environment conducive to learning languages:

- share the importance of publicly profiling student achievement and brainstorm suggestions for classrooms and the school
- suggest that teachers, divisions or departments take turns hosting meetings in their area or room
- take staff on periodic tours of the school, viewing it through the eyes of visitors
- provide teachers with modest budgets to purchase display materials
- suggest organizing a volunteer parent or student committee to laminate projects, create lettering and put up and take down school and classroom displays.

Professional and Personal Attributes

To help teachers participate in the school's organizational plan:

- discuss the concept of shared responsibility for school performance and improvement as well as each professional's obligation to contribute to the school's collective success
- have staff identify and weigh school committee responsibilities and activities, such as organizing open houses, school-wide professional development days, meet the teacher evenings and budget planning
- request that each teacher select an equal weighting of school-level responsibilities
- encourage individuals to suggest new or alternative activities or organizational formats for annual events
- speak privately to any individual who is not participating in the life of the school, if necessary.

To promote personal and professional development:

- share the school's budget allocation for professional development with staff
- have a committee develop a process for accessing the fund for personal development activities and communicate the information to all staff
- have teachers share their learnings from professional development activities during the Focus on Achievement portion of staff meetings
- ask teachers what professional development activities they have planned for the year
- invite the teacher to attend a professional development activity that supports the school's goals or is relevant to the teacher's language assignment and needs.

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LANGUAGE PROGRAMS: SCHOOL ASSESSMENT FORM

To what extent does your language program demonstrate the following characteristics of successful programs? Please check (✓) the appropriate column.

Characteristic	To a Great Extent	To Some Extent	To a Limited Extent	Almost Not at All
School Authority Support To what extent does your school authority support the learning of languages?				
Administrator Support To what extent do you support the learning of languages?				
Competent Teachers To what extent do your teachers possess at least intermediate level competency in the target language and appropriate pedagogy for the target language? (description of competency, p. 53)				
Community Support To what extent do parents understand and support the learning of target languages?				
Integral Part of Regular Program To what extent are target languages given the same importance as other subjects?				
Clear and Relevant Curriculum To what extent is the curriculum easy to understand and implement, and effective in supporting the development of a meaningful level of language proficiency and cultural understanding?				
Sufficient Instructional Hours To what extent does your school offer language instruction for a minimum of 150 minutes per week?				
Interactive Learning To what extent do students learn in situations that are as close as possible to real communication in listening, oral interaction, reading and writing?				
Student and Program Assessment To what extent do tests enable students to demonstrate their knowledge and skills in the target language?				

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Characteristic	To a Great Extent	To Some Extent	To a Limited Extent	Almost Not at All
Quality Learning Resources To what extent are there sufficient and appropriate classroom and library resources to support language programs?				
Well-articulated Program To what extent do students experience similar learning experiences across instructional levels? (Is there a smooth transition between elementary, junior high and senior high school levels?)				
Professional Development To what extent do language teachers access a variety of professional development activities?				
Promotion and Marketing To what extent do school authorities, schools, administrators, counsellors and teachers promote the benefits of language learning through such means as information packages for parents and students, open houses, information evenings, brochures, school authority Web site, school displays, student clubs, field trips, student exchanges and posters?				
Differentiated Learning To what extent is the program available to all students, including students who are gifted and those with special needs?				
Financial Support To what extent are there sufficient funds to cover salaries, learning resources, student assessment materials, professional development needs, cultural activities and student recognition?				
Totals A. To a great extent (strong elements) _____ B. To some extent (needs some improvement) _____ C. To a limited extent (needs much improvement) _____ D. Almost not at all (needs to be developed) _____				

Set review dates appropriately throughout the year, perhaps at school report card periods.

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ADMINISTRATOR'S SELF-REFLECTION FORM

Successful education practitioners reflect upon their practices and actions. The following self-reflection form is one method to help you reflect upon your leadership role and practices in relation to the language programming experience. The rating scale is used to identify areas of strength, areas of growth and areas you may wish to address in your personal professional development plan. It is important that reflection be ongoing, acknowledge growth and focus time and energy in appropriate developmental areas.

Rating Scale:
1–almost not at all **2**–to a limited extent **3**–to some extent **4**–to a great extent

Question	End of First Reporting Period	End of Second Reporting Period	End of School Year
Am I inviting community members to the decision-making table?			
Am I building on the strengths identified in my SWOT analysis?			
Am I addressing the weaknesses identified in my SWOT analysis?			
Am I taking advantage of opportunities identified in my SWOT analysis?			
Am I decreasing the barriers identified in my SWOT analysis?			
Am I sharing the school's language programming experience with parents and the community?			
Am I sharing information about the school's progress and challenges?			
Am I using two-way communication methods?			
Am I encouraging parents to become meaningfully involved in their children's language learning?			
Am I making allowances for the language and cultural barriers facing some parents?			
Add your own question			
Add your own question			
Add your own question			
Add your own question			

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COMMUNICATION PROCESS

It is advantageous for the language program to be visible at school and school authority levels. Students could be encouraged to participate in language clubs, especially at the secondary school level.

It is important to:

- share program expectations with parents at the beginning of the school year and at open houses
- invite parents to a languages week to participate in classes and see their children using the language
- keep parents informed about what is happening in the classroom
- give parents ways to work with their children at home to use the language; for example, elementary school newsletters could contain information about what is happening in the language program
- ask local newspapers to publish articles about the school language programs
- encourage local television stations to broadcast news about language program activities and events happening at your school.

Information Needs and Sources

Information Needs

Target audiences may include parents and guardians, students, teachers, administrators and the general public.

You may find that your target audiences need information about:

- benefits of learning languages
- level of language fluency expected at a given grade level
- program expectations
- post-secondary requirements
- amount of oral and written activities
- diploma requirements
- usefulness of languages in the global community/economy
- bursary and scholarship opportunities
- job opportunities in languages
- exchange opportunities
- research results.

Information Sources

Alberta Education has the following sources for information:

- *Learning Languages in Alberta,* http://www.education.gov.ab.ca/languages/
- *Now We're Talking: Learning Languages in Alberta Tool Kit for Teachers, Schools and School Authorities,* http://www.education.gov.ab.ca/languages/ToolKit.asp

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- *International Languages: Resources to Support Implementation,* http://www.education.gov.ab.ca/k_12/curriculum/bySubject/languages/res_cd/main.html
- *A Review of the Literature on Second Language Learning,* http://www.education.gov.ab.ca/languages/LitReview.asp

Other sources include:
- parent groups
- community groups
- school authorities
- agencies of government
- post-secondary institutions.

Ways of Presenting Information

Examples of effective ways to present information about language learning opportunities include:
- information packages for parents and students
- open houses
- information evenings
- school displays
- articles or brochures
- school Web site
- media and public service announcements.

Benefits to Students of Learning Languages

Learning another language provides several benefits, including:
- increased access to a larger pool of information
- more educational and career opportunities
- a competitive edge in the job market anywhere in Canada and in many other countries
- improved listening, learning and self-discipline skills that are useful throughout life
- increased enjoyment of literature, art, music, theatre, travel and personal relationships
- increased cognitive abilities, creating more flexible thinkers
- enhanced knowledge of one's first language and improved ability to communicate in the first language
- greater ease in learning a third or fourth language.

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PROMOTION PLANNING SAMPLE

In communicating about and promoting your language program, you may wish to consider the following examples of goals, objectives, strategies and methods.

Goal #1: Share knowledge about language programs offered and the benefits of learning languages with students, parents, teachers and administrators within the school authority.

Objective 1–1

1. By February 1, provide multiple access points for students, parents and teachers to obtain specific and targeted information about language programs and the benefits of learning languages.

Strategies

1. Use the *Now We're Talking: Learning Languages in Alberta Tool Kit for Teachers, Schools and School Authorities* (2006) for examples of:
   - school newsletter articles
   - school newsletter inserts
   - PowerPoint presentations
   - presentation handouts
   - fact sheets.

2. Create and/or acquire a family of communication tools, with a common look, that can be used to raise awareness and provide information about language programs.

3. Design all tools to meet the specific information needs and preferences of the target audience of students, parents, teachers or administrators.

4. Use low-cost but targeted media, such as newsletters and mass media, to keep messages about language programs continually in front of target audiences.

5. If offering immersion and/or bilingual programs, reach parents of preschool children when they are starting to think about schools and school programs for their children. Provide information that is factual, inspiring and that addresses any concerns parents might have about immersion and/or bilingual programs.

Methods

1. Provide specific, clearly labelled information about language programs on all school Web sites and the school authority Web site, or place all information on the school authority Web site and create links to each school Web site. This information should include key messages and should be specifically targeted to meet the information needs of students, parents, teachers and administrators.

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2. Create modular information packages that include general information about language learning and removable pages specific to the information needs of students, parents, teachers and administrators as well as to the program of interest.

3. Provide a series of newsletter articles, in both hard copy and downloadable formats (placed on the school authority Web site), that can be used by schools to provide specific information about language programs.

4. Prepare a packaged presentation that includes visuals, such as PowerPoint presentation, overhead transparencies and easel presentation books, and speaking notes for use at parent information evenings, school council meetings, staff meetings or one-to-one presentations. The presentation should highlight information in the package and on the Web site and should act as an introduction, rather than a complete information source.

5. Prepare a professional-quality display that reflects the other communication/information tools and highlights key messages.

6. Develop communication tools that can be distributed to parents through daycares and preschool programs. This might include short newsletter articles or public service announcements, posters, brochures or handout materials.

7. Train parent or student volunteers to conduct presentations on language learning to parent groups in the community. These groups can be identified through community leagues, public health centres, churches and other organizations.

8. Partner with businesses that take a strong interest in children's education and development to distribute information about language programs. Most of these businesses have newsletters and other regular communication with their customers.

Objective 1–2

By February, alert students, parents and teachers to information on language programs and courses, the benefits of learning languages and where they can access this information.

Strategy

Create a family of communication tools to raise awareness of language programs and to encourage people to seek more information. Use the news media and specialty media, such as parenting publications, to reach a broad audience.

Methods

1. Prepare media releases and/or discuss news story ideas with targeted media contacts to present key messages about language programs and encourage parents and students to get more information.

2. Provide all schools with a series of newsletter advertisements, in hard copy and downloadable formats from the school authority Web site, that communicates one or more key messages about language programs and instructs parents where to get more information.

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3. Prepare and distribute posters for schools that communicate key messages to parents and students about the value and benefits of language learning. Include a tear-off pad that allows parents to write down information about the programs, such as contact numbers or Web sites. The posters can be distributed as hard copy or as downloadable PDF files from the school authority Web site.

Objective 1–3

By October of each year, initiate a campaign to remind students, parents and teachers about the benefits of learning languages.

Strategy

Use low-cost targeted media, such as newsletters and mass media, to keep messages about language programs in front of target audiences.

Methods

1. Continue to develop new articles and inserts for parent newsletters that highlight new research, student results and other news about language programs. Make the articles available both in hard copy and in downloadable formats.

2. Continue to provide news story ideas to media that highlight new research, student results and other news from language programs. The mass media is one of the most powerful forces of social change. Involve the media in the campaign as early and as often as possible, either as sponsors or through regular news stories and features that communicate campaign messages.

3. Host special events to launch the campaign and/or draw attention to key messages. Events might include an annual achievement evening or cultural events, such as festivals and family events.

4. Prepare advertisements for both print and electronic media that deliver testimonials from Albertans about the value of language learning.

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PROMOTION PLANNING TEMPLATE

Goal:

Objective:

Strategy:

Methods:

Goal:

Objective:

Strategy:

Methods:

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TIPS FOR PARENTS

It is important that parents provide opportunities for their child to practise the target language (the language that he or she is learning) and interact with other speakers, through play or just talking. When parents give children opportunities to read, write and express their thoughts, they encourage learning. Parents could choose activities appropriate to the grade level and language proficiency of their children.

What can you, as a parent, do at home…		
for your child in:	*… if you speak this language?*	*… if you don't speak this language?*
Grades 4, 5 or 6	• Serve as a role model for reading and writing: – sing songs and rhymes with your child, emphasizing similarities and differences in sounds – use flash cards to review and practise vocabulary with your child; make a game out of it – create fun projects, such as illustrating cards, scrap-booking (the family, vacation fun, summer activities), family shows (puppetry, plays) – use the language to create posters, placemats, etc. • Find something familiar, such as a translation of a favourite book, to capture your child's interest. • Listen to your child read to you, and ask questions about what he or she has read. • Consider having your child label items in your home in the target language. • Play video games, computer games or board games in the target language. • Listen to your child with interest. Ask questions about his or her learning and be generous with your praise. • Have your child tape his or her voice reading in the target language and then listen to the recording together. • Consider having your child train the family pet in the target language. • Watch a television program or movie in the target language.	• Encourage your child to tell you each day, in his or her home language, what he or she learned in the language. • Borrow books, comics, music, videotapes and DVDs in the target language from the library. • Look for interesting Web sites in the target language that you can view with your child. • Listen to a cultural radio show or CD. • Reinforce topics learned in class, such as food names or rooms of the house, by asking your child to identify familiar objects. • Encourage your child to tell stories in the target language. • Have your child write the grocery list by copying in the target language names from labels. • Have your child list in the target language the foods of the evening meal. • Encourage friends and relatives to support your child's language learning with gifts of music or books. • Adopt a friend/grandparent in the neighbourhood who could read and speak with your child in this language.

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	• Switch the language setting on your favourite DVD.	• Investigate after-school care with someone who could reinforce this language learning. • Have a bilingual picture dictionary at hand.
For all parents: • Ask your teacher's advice regarding: – good quality reference materials (e.g., dictionary) you could provide – age-appropriate magazines in the language to which you could subscribe. • Consider "two-for-one reading," where your child reads one target language book after every two English language books. • Encourage your child to create games (board games, puzzles) and to "publish stories" in the language, which could be shared at school. • Share learning resources and great ideas with other parents.		

Language learning flourishes in an authentic environment that engages children in real-life activities that require them to use the language. Grandparents, friends, cultural organizations and the community at large can help provide sustained and varied language experiences that help reinforce language learning.

The following list provides ideas for parents who would like to enhance community opportunities for their children to speak the target language and improve their communication skills.

What can you, as a parent, do to support language learning in the community:		
	… if you speak this language?	***… if you don't speak this language?***
Grades 4, 5 or 6	• Arrange for your child to speak or correspond with a relative who speaks the target language. • Build partnerships with other parents to provide positive interactions for children.	• Visit first language speakers of your child's target language. • Take a language course to help support and reinforce your child's learning.
	• Participate in and/or attend social, educational, community, artistic and cultural events, such as museum exhibits, plays, concerts or dance performances. • As a family, visit cultural sites in the community. • Take your child to a restaurant that features the food and culture related to the language, and talk about the different foods as you eat. • Take part in story classes in the target language at the local library or cultural resource centre.	

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	• Make real-life connections to language learning by pointing out words in the target language that you see in advertisements or menus. • Access available resources, such as Internet sites, to support your child's learning. • Arrange for your child to speak or correspond with a peer or community member in the target language. • Investigate the possibility of enrolling in activities (e.g., art classes, sports and recreation programs or summer camps) in your community that use the target language. • Talk to the teacher about a possible buddy class, school twinning, e-mail exchanges and participation in community cultural events. (Twinning is a long-term formal relationship between an Alberta school and a school in another country.)
Grades 7–9	• Encourage journaling or writing a diary in the target language. • Enroll your child in art classes, sports activities, recreation programs or summer camps that use the target language. • Encourage your child to volunteer in settings which allow language use with community members: e.g., after school reading to/conversation with elderly folks, child care helpers for children of new Canadians who speak the target language. • Encourage students to present songs/skits/dances at language community celebrations. • Talk to your teacher about possible: – class visits/field trips – participation in community cultural events – class/school twinning – short-term group exchanges.
Grades 10–12	• Create opportunities for your child to take part in work and volunteer experiences in the target language. – Talk to the teacher about helping/volunteering with elementary grade activities. – Encourage peer tutoring or perhaps volunteering with students or classes in junior high school. – Encourage students to become involved in local cultural festivals/activities; e.g., Edmonton Heritage Days Festival. – Encourage able and interested students to help with sports programs, art, dance and recreation activities, and summer camp activities that language community associations coordinate for, and deliver to, younger children. • Encourage participation in school trips and longer-term individual exchange opportunities. • Investigate study/immersion experiences and potential work experience in the target language.

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ADDITIONAL INFORMATION: WEB REFERENCES

Alberta Education

- Learning Languages in Alberta
  http://www.education.gov.ab.ca/languages/

- Now We're Talking! Tool Kit
  http://www.education.gov.ab.ca/languages/ToolKit/

- French Language Programs
  http://www.education.gov.ab.ca/french/m_12/information/french.asp

- French as a Second Language
  http://www.education.gov.ab.ca/french/FSL/default_EN.asp

- International Languages Programs
  http://www.education.gov.ab.ca/k_12/curriculum/bySubject/languages/default.asp

- Aboriginal Languages Programs
  http://www.education.gov.ab.ca/k_12/curriculum/bySubject/aborigin/default.asp

- Learning Resources Centre
  http://www.lrc.education.gov.ab.ca/pro/default.html

- Connection: Information for Teachers
  http://www.education.gov.ab.ca/connection/default.asp

Associations

- Canadian Association of Second Language Teachers
  http://www.caslt.org/

- Canadian Parents for French
  http://www.cpf.ca/

- Society for Educational Visits and Exchanges in Canada
  http://www.sevec.ca/

- Canadian Association of Immersion Teachers/Association canadienne des professeurs d'immersion
  http://www.acpi-cait.ca

- International and Heritage Languages Association
  http://www.ihla.ca/

- Southern Alberta Heritage Language Association
  http://www.sahla.ca/

- Leading English Education and Resource Network (LEARN)
  http://www.learnquebec.ca

Journals

- Canadian Modern Language Review
  http://www.utpjournals.com/cmlr/cmlr.html

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GLOSSARY OF TERMS RELATING TO LANGUAGE LEARNING

The following glossary may assist you.

Articulation	The smooth transition from one level of proficiency to the next, along the continuum of language learning.
Cognitive strategies	Strategies that operate directly on the language and include such things as using different techniques for remembering new words and phrases.
Communication	The process of interpreting, expressing and negotiating the meaning of a message.
Communicative approach	A method used in teaching a second language that focuses on the four skill areas—listening, speaking, reading and writing—within a specific context.
Communicative competence	The ability of learners to use their knowledge of context, language functions, vocabulary and grammatical rules to understand and/or express messages.
Communicative task	A real-life activity that involves listening, speaking, reading or writing; e.g., listening to a weather report, reading a film critique, making a telephone call or writing a letter.
Consistency	The ability of learners to apply their knowledge of linguistic elements to communicate, committing the odd error from time to time.
Cultural competence	The ability of learners to demonstrate knowledge of the target language and culture, and to use their cultural awareness to reflect upon the target culture's views of the world.
Culture	The signs, symbols, ideas and behaviours shared by a group of people.
Diverse/diversity	Within most cultures, there are groups of people who have cultural beliefs, values and practices that differ from the majority or mainstream culture. These differences may be based on religion, national or ethnic origin, social class, race or colour.
Intercultural competence	A combination of knowledge, skills and attitudes that enables individuals to communicate and interact across cultural boundaries by acquiring information about other cultures and developing a heightened awareness of their own culture.
Language acquisition	The process by which learners systematically gain knowledge of the language.

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Language activity	An activity designed to develop communicative, linguistic, cultural and strategic competencies in the four language skills.
Language learning strategies	Actions taken by learners to enhance their language learning.
Language proficiency	A description of what a person is able to do in each of the four language skills, as determined by a set of criteria.
Learning text	A combination or series of connected ideas that has a definable structure and format, presented orally or in written form to express a message; e.g., speech, radio broadcast, letter, article or novel.
Linguistic competence	The ability of learners to demonstrate their knowledge of rules governing the use of the target language and the accurate application of this knowledge.
Linguistic elements	Sounds, symbols, vocabulary, grammar and discourse features that are part of a language.
Phonology	The sounds and sound system of a given language at a particular time.
Portfolio	A purposeful, varied collection of evidence pertaining to student learning over time; contains documentation of a range of student knowledge and skills with appropriate self-selection and self-evaluation.
Pragmatic	Of or concerned with practical results or values, not theories or ideals.
Proficiency	Degree of communicative ability, in all forms of language and cultural interaction.
Second language acquisition	The process of internalizing the second language as opposed to simply memorizing the vocabulary and structure of the language; similar to the way children develop ability in their native language.
Semantic	Having to do with the meaning of words.
Spontaneous production	An oral or written text that is, for the most part, not prepared but is coherent. The spontaneous production of language learners may lack cohesion and completeness in the following ways—false starts, hesitations, repetitions, incomplete sentences. In general, spontaneous production of language has more errors than would be tolerated ordinarily in a more formal, prepared oral or written discourse.

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Strategic competence	The ability of learners to use strategies to facilitate learning or solve communication problems. The concept has been expanded to include any strategies used to enhance communication and language learning.
Strategy	Specific actions performed by learners to make learning easier, faster, more enjoyable, more self-directed, more effective and transferable to new situations.
Syntax/syntactic	The language structures (grammar) that are used to express ideas; e.g., word order, types of sentences, the way sentences are constructed.
Target culture	The culture (history, literature, arts, foods, politics, media and social viewpoints) of the people who speak the target language.
Target language	The language being learned.

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